

Promoting HAMK University of Applied Sciences in Tianjin, China

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Bachelor's thesis

Degree Programme in International Business

Valkeakoski 04.Aug.2011

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Clarification of signature



Degree Programme in International Business
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Title Promoting HAMK University of Applied Sciences in
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Degree Programme in International Business

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Year 2011

Subject of Bachelor's thesis

Promoting HAMK University of Applied Sciences in Tianjin, China

ABSTRACT

Because HAMK has commenced several new English degree programs in the last two years, it needs more new overseas students than ever before. HAMK has good relationships and partnerships with Chinese universities, such as Nanchang, Shanghai and Beijing, but also HAMK needs to have more educational partnerships and relationships in China.

The purpose of this study was to conduct a promotional project for HAMK University of Applied Sciences, in order to attract more qualified overseas students from Tianjin, China. This would provide Chinese overseas students a good opportunity to get a better university level education.

This study clarifies the concepts of Marketing and Consumer Buying Behavior and how they can be utilized in attracting overseas students from Tianjin, China. Through the help of some other universities which were used for benchmarking their recruitment and marketing activities in Finland to improve HAMK recruiting strategy in the near future. The students of Chonghua High School in China completed a questionnaire, which concerns their intentions of study abroad after graduation especially in Finland. The author interviewed the Head of International Business Degree Programme, Antti Isoviita to collect useful information related to this study. Moreover, the author interviewed two friends who are working at intermediary institution of overseas study to gather some firsthand data. The author also interviewed some current students of HAMK and several students of Chonhua High School in China.

Through analysis of the survey and the interviews, the author found out that how to promoting HAMK in Tianjin, and how to market HAMK in Tianjin. In the wake of an awareness of Finland, the students of high schools in Tianjin will come to fully understand the advantage of studying abroad in Finland, especially at HAMK.

Keywords Marketing, recruitment, promoting, high schools of Tianjin

Pages 49 p. + appendices 9 p.

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1 INTRODUCTION

1.1 Background information

Overseas study is not an unfamiliar word in our daily life, especially in China nowadays. More and more Chinese parents and students want to have their higher education in foreign countries, such as the USA, Canada, Australia, London, or in some European countries, like Germany, France, Spain and so on. However, they barely know the Nordic countries, only some few people knew Finland because of the impact of NOKIA cell phones.

Although the internationalization has been the dominant strategy in universal business areas during the last several decades, the non-profits institutions as universities were only have the idea of internationalization for the past two decades. In order to meet the needs of overseas students, all kinds of universities have different English programmes for overseas students who are willing to have international experiences, global perspective and foreign networks. Not only have the overseas students gained unexpected knowledge and experiences, but also the countries of universities get large amount money from the overseas students. It will be the win-win situation in both terms of business point of view and academic point of view to improve the national incomes and overseas students' comprehensive the quality of overseas students.

Therefore, promoting universities' image, enhancing the quality of teaching, increasing the relationships with foreign universities are the fundamental methods to attract potential applicants from all over the world. To achieve those goals above, the author will utilize the knowledge of marketing, marketing plans and consumer buying behaviour.

Marketing is seen to be the most common strategy used in any business areas. It contains the advertising and selling parts briefly, which play the most important role in the business. Those two parts directly influent the outcomes of your strategic marketing plan. In this case, the author will narrow down marketing plan to one specific university, HAMK University of Applied Sciences, where the author have studied for the last four years. To promoting HAMK to the author's home city in Tianjin, China, in order to attract more potential Chinese applicants to study at HAMK in the near future.

The whole idea generated from the need of new Chinese applicants for recently opened new English degree programmes in the past three years, especially on Supply Chain Management, Automation Engineering and Industrial Management. And thesis developed further together with the author, the Head of International Business Degree Programme and several teachers in HAMK.

1.2 HAMK University of Applied Sciences, Finland

“HAMK University of Applied Sciences is a multidisciplinary higher education institution in southern Finland. We have 29 bachelor-level and eight master-level degree programmes and around 7000 students. Seven of our degree programmes are delivered completely in English. We have over 100 partner universities around the world. Our activities also include applied research and development projects.”
(HAMK homepage)

Location in Finland and in Europe

HAMK University of Applied Sciences is situated centrally in the most populated area of Finland at seven locations. Those all campuses are not far away from each other within 100km, and most campuses are near by a metropolis such as Helsinki, Tampere, Hämeenlinna.

The following figure shows the location of HAMK University of Applied Sciences in Finland and in Europe.

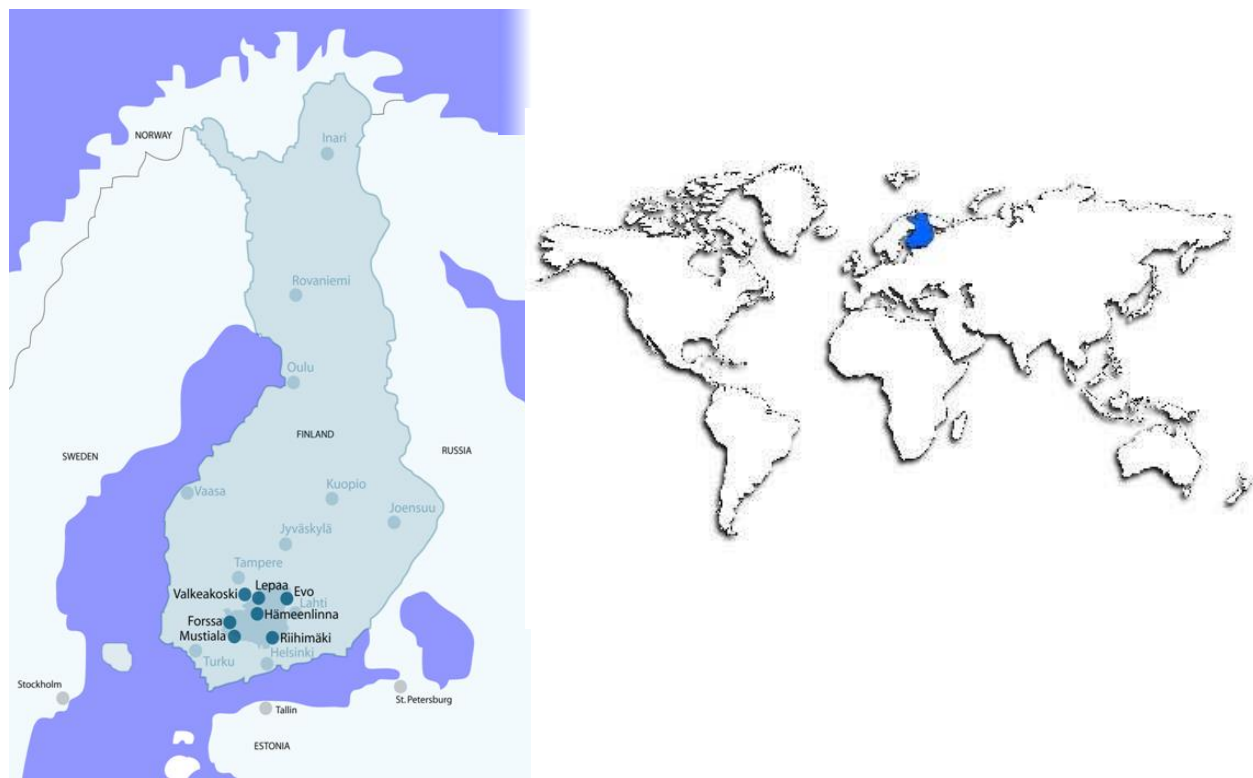


Figure 1 HAMK location in Finland and in Europe (HAMK presentation 2011)

Basic information of HAMK University of Applied Sciences

HAMK has been awarded Centre of Excellence in Regional Development and Centre of Excellence in Education, and also has about 7500 students which include 156 incoming exchange students & trainees from 30 different countries and 490 international degree overseas students from 57 different countries. (HAMK Presentation, 2011)

HAMK has six fields of education which are Culture; Natural Sciences; Natural Resources and the Environment; Social Sciences (Business and Administration & Health and Sports); Technology, Communication and Transport; Tourism, Catering and Domestic Services. Within all those six fields of education, HAMK has 29 first-cycle degrees (Bachelor Degree) programmes and options, of which six delivered in English; eight second-cycle degree (Master Degree) programmes, of which one is delivered in English. There were 924 students graduated from Bachelor's degrees, 80 students graduated from Master's degrees during the whole year of 2010. (HAMK Presentation, 2011)

HAMK has over 100 international partner institutions of higher education all over the world and also has open studies, professional specialisation studies, and continuing education. (HAMK Presentation, 2011)

In Finland, the Finnish Higher Education Evaluation Council audits the quality assurance systems in higher education, and the overall status of quality assurance system of HAMK was audited "Advanced" at the end of 2010, which is the highest level and the best ever of a Finnish higher education institution. (HAMK Presentation, 2011)

HAMK University of Applied Sciences education

The purpose of the degree programme study is to guarantee those individual students will gain specific knowledge in their own professional field and research and development skills in their future practical working life. (HAMK Presentation, 2011)

HAMK also provides not only the contact lessons which the regular class is held by teachers and students in the classroom, but also the distance lessons through the internet by using the MOODLE system. For the Engineering student, HAMK has the latest and the most sophisticated research laboratories and studios, with the purpose of combining the knowledge and practices during their study.

In order to better integrate in both terms of the theoretical part and practical part, HAMK offers the students lots of opportunities of internship in the European area and also worldwide. The good internship will give one a lot of advantages when one starts one's career. One is not the college students who have full of the theories, but also has the real work experiences before one actually has a job.

Nowadays, HAMK has opened 6 international English programmes of Bachelor's degree, which are Automation Engineering, Construction Engineering, Industrial Management, International Business, Mechanical Engineering and Production Technology and Supply Chain Management. Those 6 international English programmes are the most popular subject in these days. After the four years formal college study in HAMK and five months internship, one will graduate with fully understanding the theories of one's own professional field and ability to achieve the goals of one's career.

HAMK international English programmes

"The main goal of internationalisation at HAMK is to increase the international competence of students, teachers and other staff and also to develop internationalisation within the region.

HAMK's international activities can be defined as collaboration between educations, research, the world of work and the surrounding society."(HAMK Presentation, 2011)

Now HAMK has 6 First-cycle (Bachelor's) degree programmes in English which are mentioned above, within those 6 English programmes the students have the opportunity to study for a double degree with partner institutions abroad such as Construction Engineering, Design, Horticulture, International Business and Mechanical and Production Engineering.

One will have the good opportunity to study in the partner institution abroad within one year, after the study completed one will give the final presentation of one's thesis for the both universities in order to have the certification of both two universities.

In addition, HAMK also offers another choice of one's study is to having one's exchange study with over 100 international educational institutions around the whole world. Broaden their horizons and to better understand cultural diversity brought about positive impact and gain a more useful learning and work experiences during the half or one year exchange study abroad. HAMK provides a lot of internship opportunities for the students within Finland and in European countries.

So far, due to the Finnish educational system, all the international students are free of charge to study in Finland, whether one is going to have double degree or have exchange study abroad. With the high quality level of education and lots of good opportunities to having double degree and exchange study in other countries abroad, it is really a good choice to the international students to choose ones college life in HAMK.

The following figure shows International degree students at HAMK in 2010, by nationality.

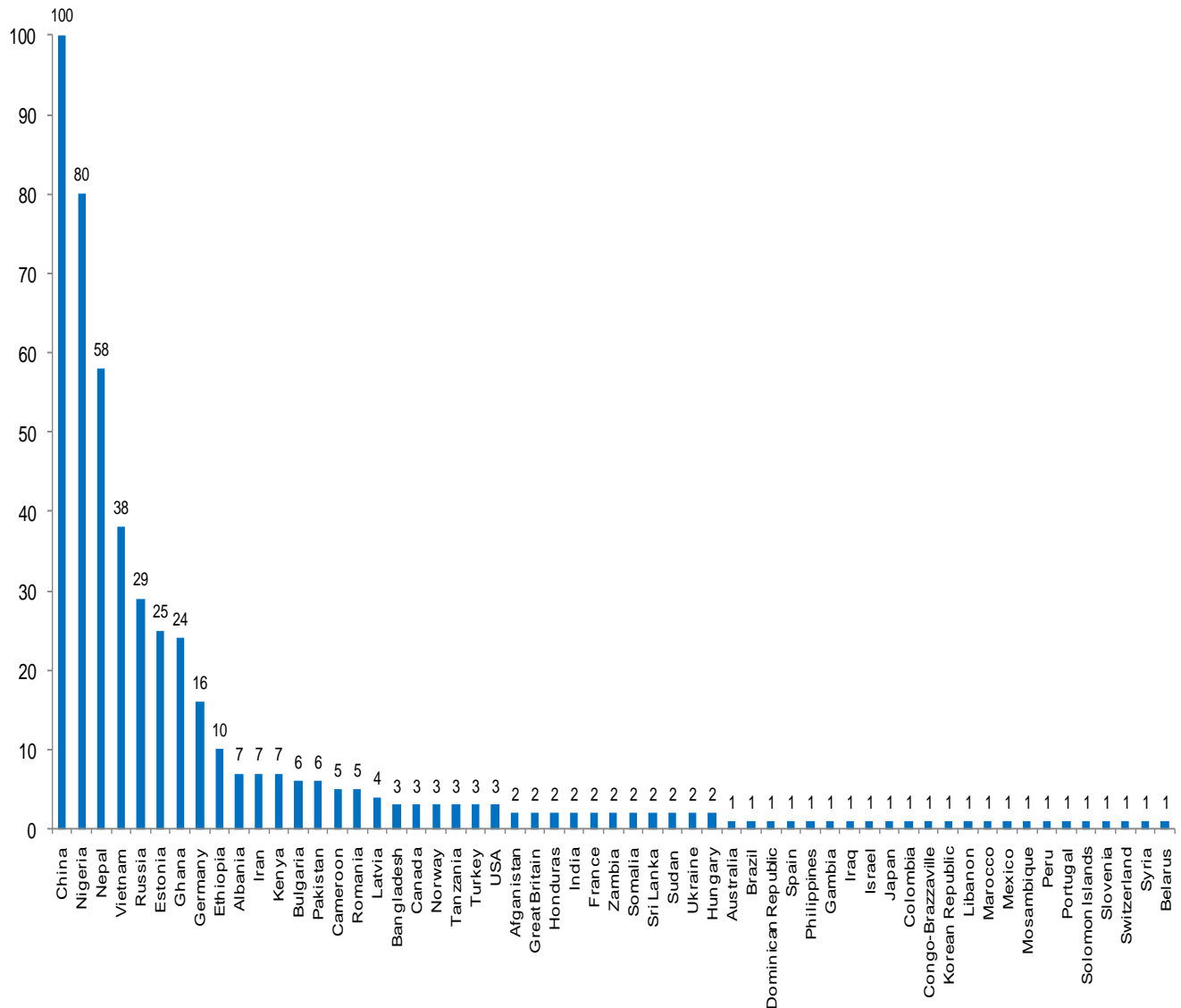


Figure 2 International degree students at HAMK in 2010, by nationality (HAMK Presentation, 2011)

Through the bar chart we could clearly see that the number of Chinese students was the largest number and it accounted 20% of all the number of international degree students. HAMK must have a good reputation in China during the last few years, so with the help of good reputation of HAMK Chinese students would come more than ever in the near future.

The following figure shows the number of students and trainees outgoing exchange and internship programme from Finland in 2010.

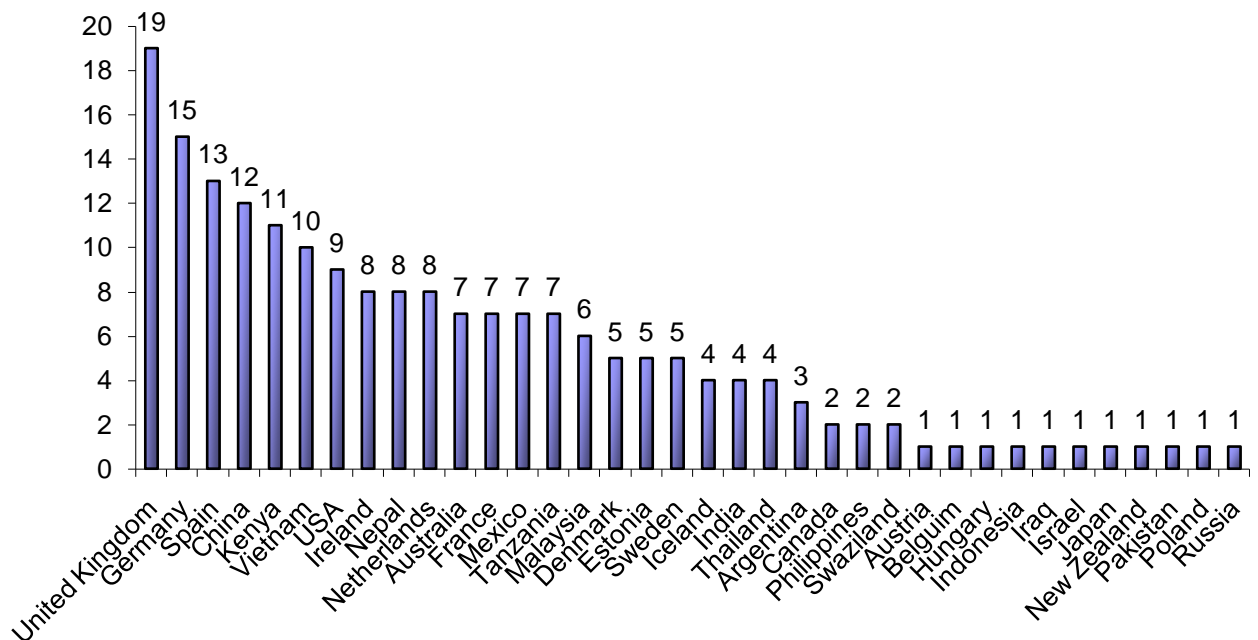


Figure 3 International mobility 2010, Outgoing exchange students and trainees by host country, Long exchange > 3 months (HAMK Presentation, 2011)

The following figure shows the number of students and trainees incoming exchange and internship programme from other countries in 2010.

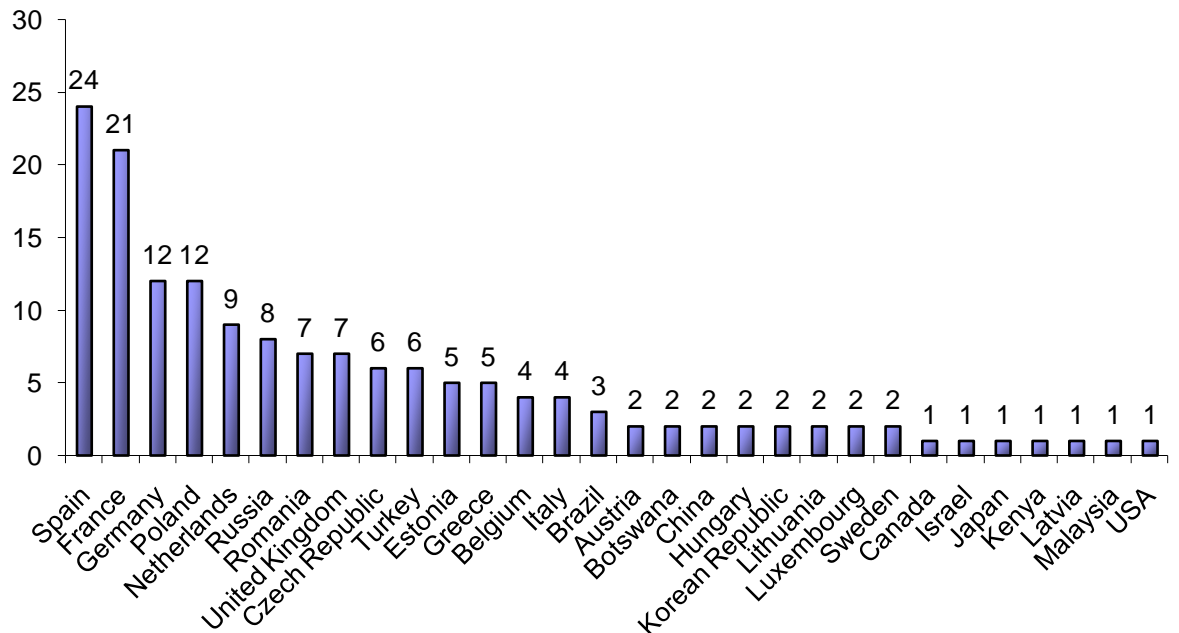


Figure 4 International mobility 2010, Incoming exchange students and trainees by home country, Long exchange > 3 months (HAMK Presentation, 2011)

1.3 Comparison of Chinese and Finnish education system

As the diversity of Eastern-Western in culture and history, Chinese and Finnish education system must have more or less differences from each other. Consider about the higher education, China as a developing country needs to be improved to integrate with the level of international education. Based on the population of China, it is much difficult to have better higher education with the pressure of the number of graduates every year. Therefore, more and more Chinese students are willing to have their higher education abroad, which is a good opportunity for other countries to accept more international students from marketing point of view. In this case, Nordic countries, especially Finland would be the best choice to make.

Chinese education system

Chinese education system consists of four components, which are basic education, secondary vocational and technical education, general higher education and adult education.

Basic Education

Pre-school education (kindergarten) which is not compulsory for everyone, children are taught new skills by play and it normally starts when children turn 3 years old. And basic education refers to primary and secondary education. Primary education (primary school) as the six-year; secondary education is divided into junior high and high school, usually for three years each. In addition a small number of the combined primary and junior secondary schools have always been nine.

Secondary vocational and technical education

Secondary vocational and technical education include general secondary vocational schools, technical schools, vocational secondary education, and various forms of short-term vocational and technical training.

General Education

General higher education refers to college, undergraduate, graduate and other higher education levels of education. College degree in higher education is 2-3 years schooling, undergraduate academic structure is usually 4 years, 5 years in medicine, in addition to a small number of engineering colleges to implement 5-year. Graduate school system is 2-3 years, doctoral students schooling for 3 years.

50 years, the national higher education has made great progress. China adopted the degree system in 1981, divided into the bachelor degree, master and doctoral levels. After a series of reforms and adjustments, higher education increased the energy, the scale has been enlarged in the

development, structure tend to be reasonable, personnel training significantly improved in terms of quality and efficiency, the initial

formation of a national economic and social development to adapt to a variety of levels and of various form, complete the basic disciplines of higher education system. To promote national economic construction, scientific and technological progress and social development played an important role.

Adult Education

Adult education includes all adult who are willing to go to school for teaching education, literacy education and other forms of education.

Foreign exchanges and cooperation in education

Since 197eight, with Chinese open policy, Chinese foreign educational exchanges have also entered a new stage. Sent overseas students were study hard, foreign students study in China increased year by year, and also carries out a wide range of external academic exchanges. Through the educational exchange China gained widely useful experience of foreign countries, promoting Chinese education reform and development, and increasing mutual understanding and friendship between China and other foreign countries.

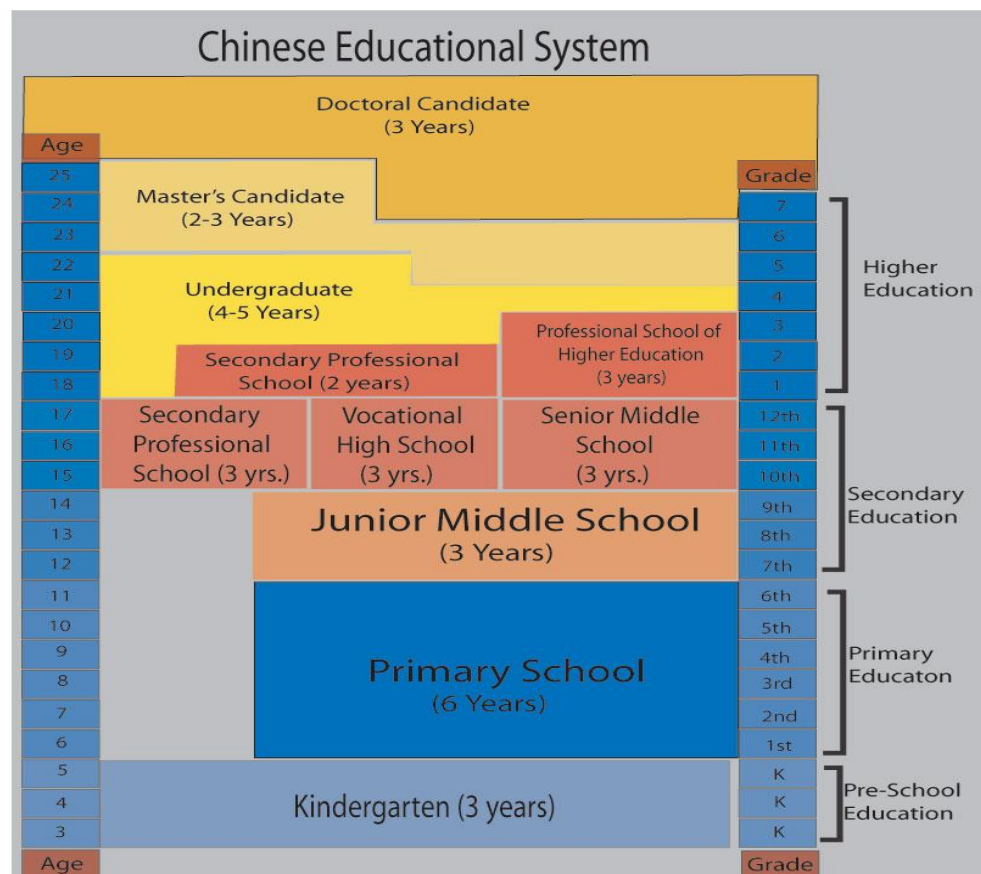


Figure 5 Chinese Educational system (The Chinese educational system 2011)

Finnish education system

The Finnish education system is composed of nine-year basic education (comprehensive school), preceded by one year of voluntary pre-primary education; upper secondary education, comprising vocational and general education; and higher education, provided by universities and polytechnics. Adult education is available at all levels. (Ministry of Education and Culture, 2011)

Basic education

In Finland, pre-primary education, basic education and upper secondary education and training, complemented by early childhood education and before- and after-school activities, form a coherent learning pathway that supports children's growth, development and well-being. (Ministry of Education and Culture, 2011)

Basic education is free general education provided for the whole age group. Upper secondary education consists of general education and vocational education and training (vocational qualifications and further and specialist qualifications). (Ministry of Education and Culture, 2011)

Upper secondary education

The post-compulsory upper secondary level comprises general and vocational education. Both forms usually take three years and give eligibility for higher education. (Ministry of Education and Culture, 2011)

The upper secondary school is based on courses with no specified year-classes and ends in a matriculation examination. It does not qualify for any occupation. After the upper secondary school, students continue in universities, polytechnics or vocational institutions. (Ministry of Education and Culture, 2011)

The aim of vocational education and training (VET) is to improve the skills of the work force, to respond to skills needs in the world of work and to support lifelong learning. (Ministry of Education and Culture, 2011)

VET is intended both for young people and for adults already active in working life. They can study for vocational qualifications and further and specialist qualifications, or study in further and continuing education without aiming at a qualification. (Ministry of Education and Culture, 2011)

Higher education

The higher education system comprises universities and polytechnics, in which the admission requirement is a secondary general or vocational diploma. (Ministry of Education and Culture, 2011)

Universities, which are academic or artistic institutions, focus on research and education based on research. They confer Bachelor's, Master's, licentiate and doctoral degrees. (Ministry of Education and Culture, 2011)

Polytechnics offer work-related education in response to labour market needs. A polytechnic degree requires 3.5 - 4.5 years of full-time study. The requirement for polytechnic Master's programmes is a polytechnic degree or equivalent, plus a minimum of three years of work experience in the field concerned. (Ministry of Education and Culture, 2011)

Adult education

Adult education is provided at all levels of education. Adults can study for a general education certificate or for a vocational qualification, or modules included in them, take other courses developing citizenship and work skills, or pursue recreational studies. (Ministry of Education and Culture, 2011)

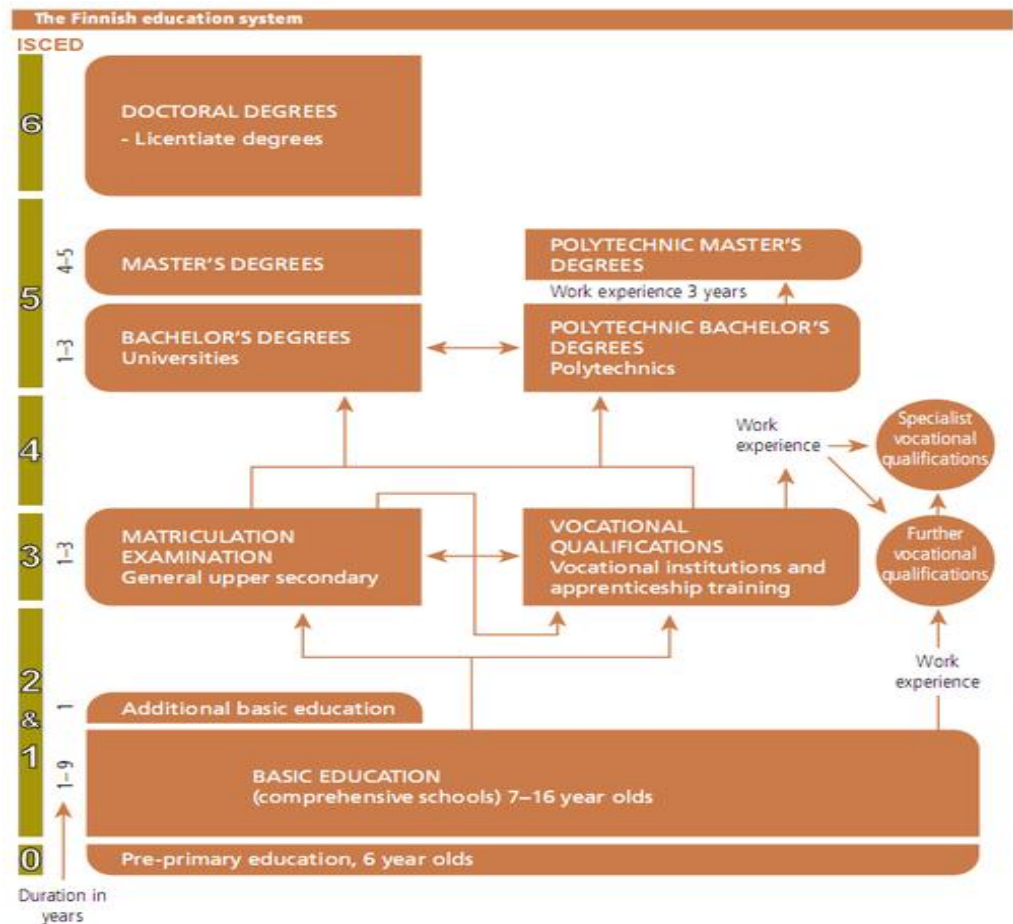


Figure 6 The Finnish education system (Wikipedia 2011)

Through above the author has mentioned, as this thesis focus on the marketing of higher education for HAMK, so the author will concentrate on this level of education which will be mainly discussed.

And there are four major differences between two countries' education system, which are different of two countries' upper education system, the

parallel education system of universities and polytechnics both offered in Finland and polytechnics does not exist in China, using different university entrance exam between two countries and the issues of university tuition. In this case, only the university entrance exam will be the weakness for the marketing point of view, because all the Chinese applicants have to pass the exam in English and the universities of Finland are only provided Finnish programmes. However, fortunately, the other three differences can be seen as opportunities of HAMK. The author will interpret the situation step by step.

Due to upper secondary education has two ways to go in both two countries, which one is you can go for the general upper secondary school or the other one is you can also have your choice with vocational school to learn more skills and knowledge of working life.

The education policy seems the same in terms of two countries, however, the difference has occurred by this stage, you could chose to have vocational school first and then have your further education in polytechnic school to gain your bachelor's degree in Finland, but in China you are not allowed to do so. Once you choice have been made, you have to go to the end and start to work without your bachelor's degree, which is extremely hard nowadays in China.

If you chose to general upper education, you will go to the university after you pass the entrance exam which held twice a year by the Chinese Education Bureau, which seems the same of Finnish university entrance exam. Otherwise, you will graduate from vocational school and have your career began. The only way you can have your bachelor's degree is to take part in the adult education which means you have to learn through yourself by taking the courses of upper education, and you also need to pass the entrance exam of adult education before you go to the university. This will considered as time consuming, but under the employment pressure most people have to choose this way to get better degree certificate.

So the opportunity is obviously to HAMK, as the Chinese students who had their vocational study can join the polytechnic entrance exam to gain their bachelor's degree in Finland which is much better to have that compare with the adult education in China.

In addition, the Finnish education is free for everyone in recent years; it is really good news to Chinese applicants, they will have the best higher education in North Europe and totally free of charge. It sounds extremely excited for all the Chinese applicants.

The only weakness here is the English entrance exam of polytechnic for Chinese applicants, but as author he passed the English entrance exam of polytechnics is not that hard as most students think to be. It is common for everyone who wants to study abroad; you must at least have English skill.

1.4 Purpose and objectives

This thesis was commissioned by HAMK University of Applied Sciences, to be more specifically by HAMK Valkeakoski campus. After several meeting and discussion with author's supervisor who are willing to have more Chinese overseas students in HAMK.

The purpose of this thesis is to create a marketing plan to promoting HAMK University of Applied Sciences in Tianjin, China. As the author who came from Tianjin is a Chinese degree student of International Business, using his knowledge and professional skills which has learnt from HAMK to conduct this thesis to promoting HAMK in author's home town. The main research question is what are the best means to attract students to HAMK from Tianjin, China?

In order to make the topic easier to approach four objectives were set to help the author to fulfill his thesis. The first objective was to describe and analyze Marketing activities of Universities in Finland, which includes the theory part of marketing & consumer behavior and benchmarking study. The second objective was to describe and analyze current marketing activities of HAMK in China, which includes interview number of Chinese applicants and students at HAMK. The third objective was to describe and analyze willingness of Chinese students to study abroad, which a survey was conducted amongst Chonghua High School in Tianjin, China. The last one was to make a plan to attract Chinese students to HAMK from Tianjin.

1.5 Research methods

In this thesis a lot of methods were used to collect primary and secondary data. The mainly secondary material of the theoretical part was desk research which was acquired from books, magazines and internet. The web pages of HAMK University of Applied Sciences and Ministry of Education and Culture can be seen as reliable and authentic data.

The primary data was collect through questionnaire, survey and interviews. In order to familiar with the marketing activities of Finnish and European universities, a questionnaire was sent by Google document to the respondents in European wide as benchmarking of the marketing activities. To analyse the willingness of Chinese students who wants to study abroad, a survey was conducted amongst the university candidates of No.31 high school. What's more, several interviews were made with Chinese overseas students at HAMK, Chinese applicants of HAMK in 2011, workers of intermediary institution of overseas study.

2 MARKETING AND CONSUMER BUYING BEHAVIOUR

Marketing, now it cannot be seen only as a terminology in our daily life, but also had huge impact on our life, study and working. However, many people think of marketing only as advertisements and sell products. We are unknowingly encompassed with television commercials, newspaper advertisements, direct mail offers, telephone sales calls and internet pitches. Nevertheless, marketing must be understood not in the old sense of making a sell-“telling and selling”- but in the new sense of satisfying customer needs (Kotler, Armstrong, Wong & Saunders200eight, 6).

In order to implement marketing concept even better, we also need to understand another important part consumer buying behaviour. Most companies and organizations increasingly realized that satisfying consumers with quality products and offering superior customer service is the foundation for success in the highly competitive business world (Peter& Olson1996, 5).

As the following chapter the purpose of marketing and consumer buying behaviour will be discussed theoretically.

2.1 Marketing

Marketing practice tended to be seen as a creative industry in the past, which included advertising, distribution and selling. However, because the academic study of marketing makes extensive use of social sciences, psychology, sociology, mathematics, economics, anthropology and neuroscience, the profession is now widely recognized as a science, allowing numerous universities to offer Master-of-Science (MSc) programmes.

The overall process starts with marketing research and goes through market segmentation, business planning and execution, ending with pre- and post-sales promotional activities. It is also related to many of the creative arts. The marketing literature is also adept at re-inventing itself and its vocabulary according to the times and the culture. (Wikipedia 2011)

Broadly defined, marketing is a social and managerial process by which individuals and groups obtain what they need and want through creating and exchanging value with others. In a narrow business context, marketing involves building profitable, value-laden exchange relationships with customers. Hence, we define marketing as the process by which companies create value for customers and build strong customers relationships in order to capture value from customers in return. (Kotler et al.200eight, 7)

The marketing concept holds that achieving organizational goals depends on knowing the needs and wants of target markets and delivering the desired satisfactions better than competitors do. Under the marketing concept, customer focus and value are the paths to sales and profits. Instead of a product-centred “make and sell” philosophy, the marketing

concept is a customer-centred “sense and respond “philosophy. Marketing means to find out the right products for your customers, but not to find out the right customers for your products. (Armstrong, Kotler, Harker & Brennan 2009, 12)

2.2 International marketing

International is getting more familiar than ever before since the internet era came. You may eat the salmon just import by the airline from Norway, and wearing the cloths of world class brands like LV, Boss, and Armani. As your daily life you are already in a diversity international environment, perhaps you have no clue about it.

According to the American Marketing Association (AMA) "international marketing is the multinational process of planning and executing the conception, pricing, promotion and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives."In contrast to the definition of marketing only the word multinational has been added. In simple words international marketing is the application of marketing principles to across national boundaries. However, there is a crossover between what is commonly expressed as international marketing and global marketing, which is a similar term. (Wikipedia 2011)

In the face of internationalization and the increasingly interconnected world many companies attempt to expand their sales into foreign markets, it also happened in the educational industry. More and more universities set up English taught programmes to attract foreign students in order to adapt trend of international development. In another hand, international expansion provides new and potential profits; helps increase the firm's competitiveness and facilitates access to new ideas, innovations and technology (Hollensen 2010, 6).

In addition, overseas study is increasingly being recognized by the most families, in order to have more competitive in the future career get a bachelor's degree from the overseas universities seems much better than the ordinary Chinese universities. So more and more Chinese parents have their intention to not only send their own children to have a better learning environment and atmosphere at overseas universities, but also skilled and able to master two or more foreign languages due to the modern society is internationalized.

2.3 Marketing strategy and marketing management

Marketing strategy

“Marketing strategy is a process that can allow an organization to concentrate its limited resources on the greatest opportunities to increase sales and achieve a sustainable competitive advantage.” (Marketing strategy, Wikipedia 2011)

Marketing strategy is also established base on the enterprise's strategic objectives in order to pay attention to the market transformation process, which is a combination of factors of identify customer needs, market opportunities analysis, the analysis of their strengths and weaknesses, reflection of market competition considerations, predict possible problems, team training and upgrading. (Marketing strategy, baidu 2011)

Ultimately determine the marketing strategy, as a guiding strategy for the companies to transformation to a market direction and guidelines. (Marketing strategy, baidu 2011)

The goal of marketing strategy is to establish strong and profitable customer relationships. Under the help of market segmentation, targeting and positioning, the companies determine which customers will be serve and how to serve. (Armstrong et al. 2009, 54)

Marketing management

“Generally, marketing management is the art and science of choosing target markets and getting, keeping, and growing customers through creating, delivering and communicating superior customer value.”(Kotler, P. & Keller, K. L. 2009, 45)

Marketing management is the companies in order to achieve objectives, to establish and maintain mutually beneficial exchange relationship between target markets, and the analysis of design projects, planning, implementation and control. The essence of marketing management is demand management, which is the effective mediation of the level, timing and nature of demand. (Marketing management, MBAlib 2011)

In marketing management practice, businesses often need a pre-set level of expected market demand, however, the actual level of market demand may be related to the expected level of market demand is not consistent. This requires marketing manager by using different marketing management strategies to adopt different demands, thus effectively meet market demand in order to ensure that achieve the business goals. (Marketing management, MBAlib 2011)

In addition, marketing management involves several tasks showed below:

- Developing marketing strategies and plans
- Capturing marketing insights
- Connecting with customers
- Building strong brands
- Shaping the market offerings
- Delivering value
- Communicating value
- Creating long-term growth

(Kotler, P. & Keller, K. L. 2009, 6eight-70)

2.4 Segmentation, target marketing, and positioning

A marketing manager is not possible to satisfy every customer in a specific markets area. It is easily to get this picture that not everyone likes the same food, clothes, automobile, university or film. Therefore, marketers must to divide the market into segments. They identify and profile distinct groups of customers who might prefer or require varying product and service mixes by examining demographic, psychographic and behavioural differences among customers. (Kotler, P. & Keller, K. L. 2009, 53)



Figure 7 Steps in market segmentation, targeting and positioning (Kotler, P. & Armstrong, G. 2004, 195)

Figure 7 shows that the three major steps in target marketing. Firstly, market segmentation, is dividing a market into several smaller groups who have distinct needs, characteristics, or behaviours might require diverse products or marketing mixes. The company identifies different ways to segment the market and develops profiles of the resulting market segments. Secondly, target marketing, is evaluating each market segment's attractiveness and selecting one or more of the decent market segments to enter. The final step market positioning, is setting the competitive positioning for the product and creating a detailed marketing mix. We will discuss more these steps in the following paragraphs. (Kotler, P. & Armstrong, G. 2004, 195)

2.4.1 Market segmentation

In the first step, in order to segment a market, marketer has to try different variables, alone and combination to find out the best way to identify the market structure. These major variables can be seen as geographic, demographic, psychographic and behavioural variables. To be more specific they are includes:

- Geographic segmentation:
 - World region or country
 - Country region
 - City or metro size
 - Density
 - Climate
- Demographic segmentation
 - Age
 - Gender
 - Family size
 - Family life-cycle
 - Income
 - Occupation
 - Education
 - Religion
 - Race
 - Generation
 - Nationality
- Psychographic segmentation
 - Social class
 - Lifestyle
 - Personality
- Behavioural segmentation
 - Occasions
 - Benefits
 - User status
 - User rates
 - Loyalty status
 - Readiness stage
 - Attitude toward product

(Kotler, P. & Armstrong, G. 2004, 195-200)

2.4.2 Target marketing

In the second step, to evaluating the market segments as target marketing, a company must pay attention to three factors which are segment size and growth, segment structural attractiveness, and company objectives and resources.

From the first collect and analyze data based on current segment sales, growth rates and expected profitability for various segments will firstly need to be done. In addition, company needs to examine the major structural factors that affect long-term segment attractiveness. In the end, thinking about the company's own objectives and resources, the company should enter only segments in which it can be offer superior value and gain advantages over competitor via the right size and growth of segment and segment structural attractiveness. (Kotler, P. & Armstrong, G. 2004, 209)

The racial similarity, role congruence, labeling intensity of ethnic identification, shared knowledge and ethnic salience they all promote positive effects on the target market. Also target marketing strategies are constructed from consumer inferences of similarities between some aspects of the advertisement and characteristics of the consumer. Consumers are persuaded by the characteristics in the advertisement and those of the consumer. (Target Marketing, Wikipedia. 2011)

There are four main strategies in target marketing, which are undifferentiated (mass) marketing strategy, differentiated (segmented) marketing strategy, concentrated (niche) marketing strategy and micromarketing. (Kotler, P. & Armstrong, G. 2004, 210-214)

2.4.3 Positioning

In the third step, after the segments were made to the specific market, the company must decide what positions it wants to occupy in those segments. A product's position is the way the product is defined by consumers on important attributes--- the place the product occupies in consumers' minds relative to competing products. The purpose of positioning is to implant the brands unique benefits and differentiation in customers' minds. (Kotler, P. & Armstrong, G. 2004, 216)

Positioning is starting from the product, also can be a commodity, a service, a company, an institution, even for a person, it may be your own. Positioning your product is not to do something with your products, is to determine a reasonable position in the minds of potential customers in the future. (Positioning, MBALib. 2011)

Positioning of existing products can be seen as a creative test. Only changed is the name, price and packaging of the products, in fact, the products are not changed at all, basically all the changes are just making a modification, which is aimed at the potential customers to get a favorable position in their minds. (Positioning, MBALib. 2011)

2.5 Marketing mix

Marketing mix refers to the companies in selecting target markets, considering the environment, capacity, competition for the control of their own factors, and using the best combination of them to complete objective and mission of the company. It is a marketing strategy which is an important component of the enterprise and the basic control measures to form holistic marketing activities. (Marketing mix, MBAlib. 2011)

The main purpose of marketing is to meet the needs of consumers, and consumers need a lot, to meet consumer needs are also a lot of measures to be taken. Therefore, the companies involve in carrying out marketing activities, which must grasp those basic measures and reasonable combination, in order to give full play to the overall advantages and effects. (Marketing mix, MBAlib. 2011)

Generally, the elements of marketing mix are often referred to as “4Ps” has seen widely used for the last half century, which are Product, Price, Promotion, and Place.

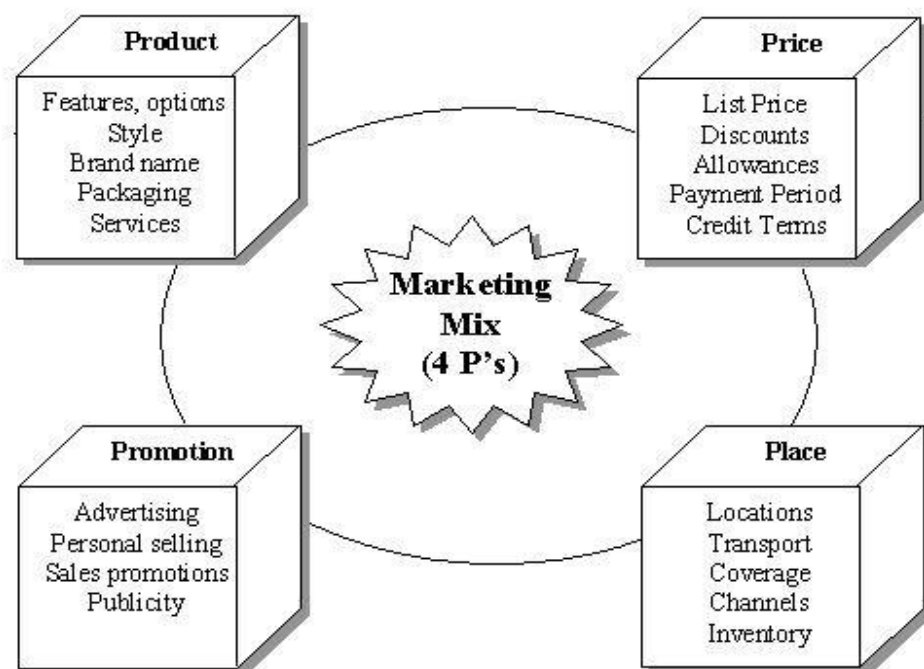


Figure 8 The 4Ps of Marketing mix (Master Management Class, 2011)

2.5.1 Product

Product is the core key of the marketing mix, without product the other 3Ps have no reason to exist. Product means the physical product or service combination which the company offers to the target market. Products are not only tangible goods; it also defined as physical objects, services, persons, places, organisation, ideas or mixes of these entities. (Kotler, P. et al. 2008, 158)

Product quality can be seen as a major marketing positioning tool, it has a direct impact on product performance which links to the customer value and satisfaction (Kotler, P. et al. 2008, 507).

In this case of study, the product quality would be the educational level of universities. Within the situations, the students want to have better educational level, level of faculty, facilities in the campus and so on. In addition, the level of faculty is the embodiment of service and facilities and campus is stand for packaging.

Brand value has huge impact on the product that the customer will choose; it can add value to product in many ways. A brand can provide a guarantee of reliability and quality. In the same way, the reputation of the universities is the brand of different institutions; it could make sure you will have a better career after you graduated. No one will argue that one's working life would be bad when one graduated from Harvard.

2.5.2 Price

Price maybe the first thing comes to buyers' mind and has affect buyer decisions. Price is the amount of money that consumers exchange for the benefits of having or using a product or gain the service (Kotler, P. et al. 2008, 639). Good pricing starts with a complete understanding of the value that product or service will create for the customers.

Based on the value-based pricing, the customer chooses the product completely in the opposite direction. First, they identify the value of the product offered, then they consider the price is affordable or not, after that, they want to find out the cost of the product is worth to buy or not, finally, the customer will decide whether a product's price is reasonable or not.

The tuition is the price at this case, which has essential impact on the overseas students. Education might the priority issues in most families. Parents treat their children like the angle; they want to give the best they could offer as much as possible. However, the total cost of four years overseas study is not a little amount of money for the working-class families; it maybe cost them even over half savings.

2.5.3 Place

Place is considered as the way how the company will deliver the product to the target customers, or how the company offers the service and value to the potential customers. From the business point of view, places are associated with channels of distribution, serve as the means of getting the product to the target customers (The Marketing Mix, QuickMBA, 2011).

The internet and intermediaries are the main channels for the universities to recruit new applicants, also the relationship with foreign universities. The potential overseas student can easily get useful information via the internet by browsing the web pages of universities, through the interpretation and recommendation of the intermediaries of overseas study and college students are informed with exchange opportunities directly from their own universities.

2.5.4 Promotion

Promotion can be seen as the specific mix of advertising, sales promotion, public relations. Personal selling and direct marketing tools that the company uses to persuasively communicate customer value and build customer relationships (Kotler, P. et al. 2008, 691).

- Advertising --- is paid for communication and promotion of ideas, goods or services through non-personal media by an identified sponsor.
- Sales promotion --- is short-term selling activities which encourage the consumer to purchase.
- Public relations --- is to build good relationships with company's publics in order to establish the publicity and image.
- Personal selling --- is to build customer relationships and accomplish the marketing sales by personal presentation.
- Direct marketing --- is direct contact with individual potential customer and build long-term relationships.

(Kotler, P. et al. 2008, 692)

The advantages and disadvantages of promotion mix are shown below:

Mix Element	Advantages	Disadvantages
Advertising	<p>Good for building awareness</p> <p>Effective at reaching a wide audience</p> <p>Repetition of main brand and product positioning helps build customer trust</p>	<p>Impersonal - cannot answer all a customer's questions</p> <p>Not good at getting customers to make a final purchasing decision</p>
Personal Selling	<p>Highly interactive - lots of communication between the buyer and seller</p> <p>Excellent for communicating complex / detailed product information and features</p> <p>Relationships can be built up - important if closing the sale make take a long time</p>	<p>Costly - employing a sales force has many hidden costs in addition to wages</p> <p>Not suitable if there are thousands of important buyers</p>
Sales Promotion	<p>Can stimulate quick increases in sales by targeting promotional incentives on particular products</p> <p>Good short term tactical tool</p>	<p>If used over the long-term, customers may get used to the effect</p> <p>Too much promotion may damage the brand image</p>
Public Relations	<p>Often seen as more "credible" - since the message seems to be coming from a third party (e.g. magazine, newspaper)</p> <p>Cheap way of reaching many customers - if the publicity is achieved through the right media</p>	<p>Risk of losing control - cannot always control what other people write or say about your product</p>

Figure 9 Advantages and Disadvantages of Each Element of the Promotional Mix (Promotion, tutor2u. 2011)

To concentrate on this promotion part the author will make a promoting plan for HAMK University of Applied Sciences to recruit more potential qualified Chinese applicants; especially the students of Tianjin, due to the analysis of the result of the survey were conducted.

2.6 Consumer buying behaviour

“Consumer buyer behaviour refers to the buying behaviour of final consumers – individuals and households who buy goods and services for personal consumption.”(Armstrong, G. et al. 2009)

Consumer behaviour is the exchange of products or services are closely linked. In the modern market economy, companies focus on consumer behaviour research with consumers to establish and develop long-term exchange relationships. To do this, companies not only need to know that how consumers to obtain products and services, but also need to understand that how consumers to use the products and after products have used how consumers to do with products. Because of the consumer experiences, the way consumers dispose of old products and feelings will affect the consumer to buy the next round, that is, between businesses and consumers will form a direct effect of long-term exchange relationships. Traditionally, researches on consumer behaviour, the focus has been on how to gain products, services, and on the products of consumption and disposal was relatively neglected. (Consumer behaviour, MABlib. 2011)

With the deepening of research on consumer behaviour, people are more and more acutely aware of consumer behaviour as a whole, and the process to obtain or purchase just one stage in this process. Therefore, the study of consumer behaviour, both should be investigated to understand the consumers access to products, services, and activities prior to the evaluation and selection, but also should pay attention to the product after product for the use, disposal and other activities. Only in this way, the understanding of consumer behaviour will tend to complete. (Consumer behaviour, MABlib. 2011)

Consumer behaviour can be seen as composed of two parts:

First part is the consumer buying decision process. Purchasing decisions of consumers in the use and disposal of products and services purchased prior to mental activity and behavioural tendencies, consumer attitudes are formed.

Second part is the consumers' action. The action is more of a consumer buying decision process of practice.

Consumption in real life, both part of the consumer behaviour of mutual penetration and influence each other, constitute the complete process of consumer behaviour. (Consumer behaviour, MABlib. 2011)

2.6.1 Elements affecting consumer behaviour

Consumer behaviour are strongly influenced by cultural, social, personal and psychological characteristics, which shown in the next Figure 10.

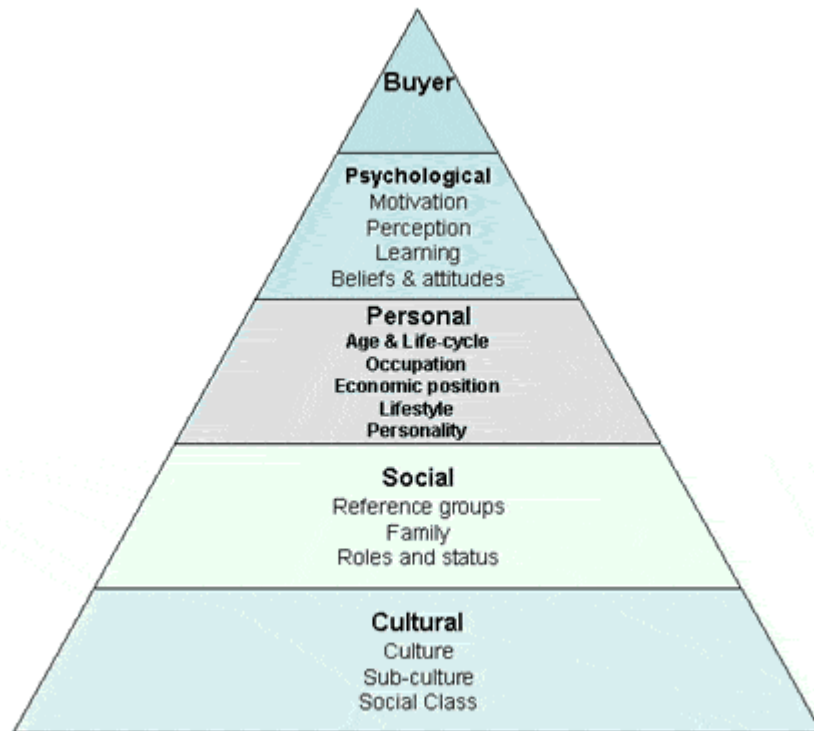


Figure 10 Characteristics affecting consumer behaviour (Buyer Behaviour, tutor2u, 2011)

2.6.2 Consumer decision process

Before the purchase decision are made, the buying process normally has five stages to pass through, which are need recognition, information search, evaluation of alternatives, purchase decision and post-purchase behaviour.

The buyer has to recognise a problem or need when they have the intention to buy something. Then, buyer will search the information of products or services, which will satisfy their needs. The information is obtained from personal sources, commercial sources, public sources and experiential sources. After the information of products or services is obtained, the buyer narrows down to information into few brands which will better meet their needs and purposes.

Generally, the purchase decision is to buy the most preferred brand, but two factors can affect the final purchase decision will be made, which are the attitudes of others and unexpected situational factors. The buyer might be affected by the close people, like parents and friends to purchase the products which they think the best for them. Also, the expected income, expected price and expected product benefits may influent the purchase decision in another way. Once the products are purchased by the buyer, the former expectation and actual performance determine whether the buyer is satisfied or not. This would also influent the buyer when they need the same functional products. (Armstrong, G. et al. 2009. 161-164)

3 MARKETING ACTIVITIES OF UNIVERSITIES IN FINLAND

3.1 Marketing activities of HAMK

Universities as non-profit organization they do not have enough capital to develop their marketing activities to recruit more potential qualified applicants. They use connection and relationship between universities and high schools, and only a few has partnership with intermediaries. Actually, universities also have the desire to evolve their marketing activities, but there are few approaches to do so.

In this case the author focuses on the marketing activities of HAMK. At the moment, HAMK has cooperation with over 100 international educational institutions around the world. In addition, HAMK has established relationship with Nanchang University for 11 years and other famous universities in Beijing, Shanghai, Guangzhou, Jiangxi. From the cooperation with worldwide institutions HAMK has their marketing activities to send exchange students and double degree students to gain new experiences and double degree.

The the Head of International Business Degree Programme, Antti Isoviita, visited No. 2 high school of Nanchang on 21.04.2009, in order to enhance the relationship of cooperation by discussed recruit policy requirement, apply time and process and admission. In the last World Expo 2010 was held in China, HAMK uploaded a clip to promoting image of HAMK for the whole world.

Although HAMK has lots of marketing activities within the world wide, however, HAMK is lack of recruit new international English programme applicants. For this reason, HAMK have to develop more marketing activities focus on establishing relationship with high schools, in order to admit more international degree students. In the 4.3 chapter, the author will give rounded analysis the survey that conducted by Chonghua High School of Tianjin, China, to develop the marketing activity of recruit new international degree applicants.

3.2 Comparison with marketing activities of other universities

To better understanding the situation of marketing activities of HAMK, a questionnaire was conducted by several other universities in Finland and Finnish surrounding area. Although the result of questionnaire was not satisfied, there were 35 questionnaires were sent to respondents and only eight have replied, however, the results also can help the author to comprehend marketing activities of other universities.

Background information

The eight results came from most the Finnish universities and only one result came from Nederland. The respondents came from different departments of their universities, but they are all responsible for international programmes recruitment.

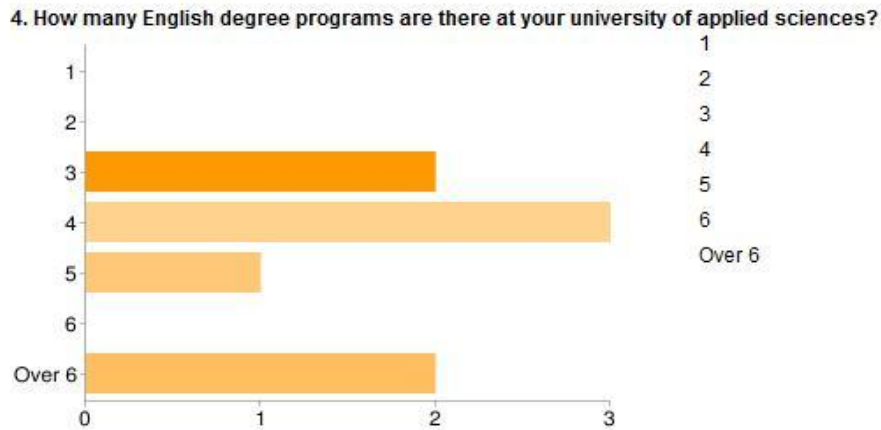


Figure 11 English degree programmes in other universities. (Questionnaire of benchmarking of marketing activities and recruitment of HAMK in China)

In each one of their universities, they all have English programmes provide for the students all over the world. What's more, all eight universities have over three international English programmes, two of these universities have over six English programmes, one has five, three have 4 and the rest of two have three. It seems that more and more universities are paying attention to establish the international English programmes, in order to expand their universities and internationalize their universities.

In addition, the international English programmes covered in many fields of study, which including Culture, Natural Sciences, Natural Resources and the Environment, Social Sciences, Business and Administration, Social Sciences, Health and Sports, Technology, Communication and Transport, and Tourism, Catering and Domestic Services. Especially in Social Sciences, Business and Administration field, there were over seven majors which taught by English.

For right now, International Business seems that the most popular English degree programmes in each university, it at least had 16 students from China and in some of universities the number was reaching 50 and 100. Although there were several English programmes started in 2010 had no Chinese student, the universities have their faith in their new recruitment of Chinese student in 2011. In the new recruitment of 2011, there were lots of Chinese students applied for the International Business English degree programme. However, in other international English programmes were not have the good situation. Those number of apply for other international English programmes were drop down below 10. In fact, it

will not meet the need of recruitment for those universities because of the result of next question.

In these eight universities, they accept at least six-seven Chinese students every year, some of them accept even over 20 Chinese students every year, so they must need more eligible Chinese applicants. As a matter of fact for most of these universities were rather difficult to find enough eligible Chinese applicants.

Different sources of information flow

They all found out that relatives, agents, and current students of their universities and representatives of their universities were important sources to help the new Chinese applicants to get useful information about their universities. Relatives and current students of their universities could be seen as the same reason, which the students of universities might be the best advertisement for the universities, they had huge impact on their relatives and their friends. They will be the free advertisement to promote their own universities to their relatives and friends, if they thought that they were in the right place to study and live. And from the consumer buying behaviour point of view, the recommendation of their relatives and friends were taking significant part of decision making.

However, all of the eight universities treated agents in totally different views. Half of them thought that agents were important and other half of them were not. Agents and representatives of their universities these two factors were taken important part as others. These two part factors can be seen as whole part---intermediary institutions. The intermediary institutions of study abroad are qualified of some universities which they have the relationship of cooperation. Since the Chinese students are lack of language skill and information flow, the intermediary institutions provide the platform of details of study abroad and give them instruction of what they need to do before the students can actually study abroad.

Therefore, having relationship with agents and authorized the representatives of universities would be the best way to promoting the image of universities, especially in this case for the Chinese students. The intermediary institutions could directly and primarily recommend the universities which they have cooperation and relationships. And the Chinese parents and students will always listen to the professionals who are working at intermediary institutions of choosing the target universities.

The other reasons like internet, alumni, high school, brochures, study fairs and exhibitions are only relevant or even not useful at all. On the web pages were only showing that what majors the universities have, when they having entrance examination and how to apply for the universities. Things like that were not attractive for the potential students who are willing to apply those universities. The alumni were seemed that only works in the famous universities of the world, not having a chance for the normal universities. Brochures and study fairs & exhibitions were taken as high cost marketing activities. Brochures only can be sent in local place or

on the study fairs & exhibitions, and it is not easy to hold a study fair or an exhibition for the universities. High school relationships were not taken the important role; it seems that might establish the relationship with high school is rather hard. However, in this case, if universities have relationships and cooperation with high school, it will help the universities to recruit more qualified new applicants who have the perfect age and eager of study. But it is really complicated to having relationships and cooperation with Chinese high school. It will be take a long time to accomplish this goal, due to the Chinese education policies.

Activities of attracting the Chinese students and advantages

Some of universities only relied on web pages and kept them updates, which was the positive way to attracting the Chinese students. But most of them had relationships and cooperation in China. They give presentations to the Chinese parents and students before the new semester begin. And they also authorized some graduate students as representatives of their universities to recruit new Chinese applicants in different cities of China.

Relatively cheap of the daily cost and free of charge for every students were the biggest advantage of these universities, what's more, the quality level of education, good reputation and easily to start career. Only one university named Nokia University of Applied Sciences differs from others. It is the largest Swedish speaking university in Finland, and it offers that two programmes called Integrated Coastal Zone Management and Maritime Management which are not available at any other universities in Finland or Northern Europe.

Partnership in China

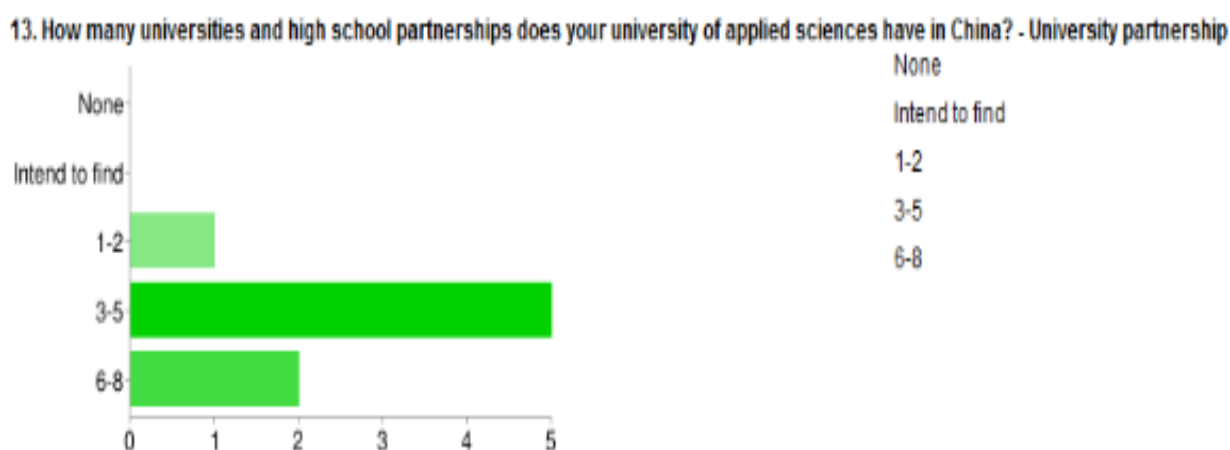


Figure 12 University partnership. (Questionnaire of benchmarking of marketing activities and recruitment of HAMK in China)

As we can see from the bar chart above, only one university had one to two partnership of university in China, others at least had three to eight universities as partners. It seems that all the universities knew that the importance of university partnership and it will bring them more exchange students and further study overseas students from the partner universities.

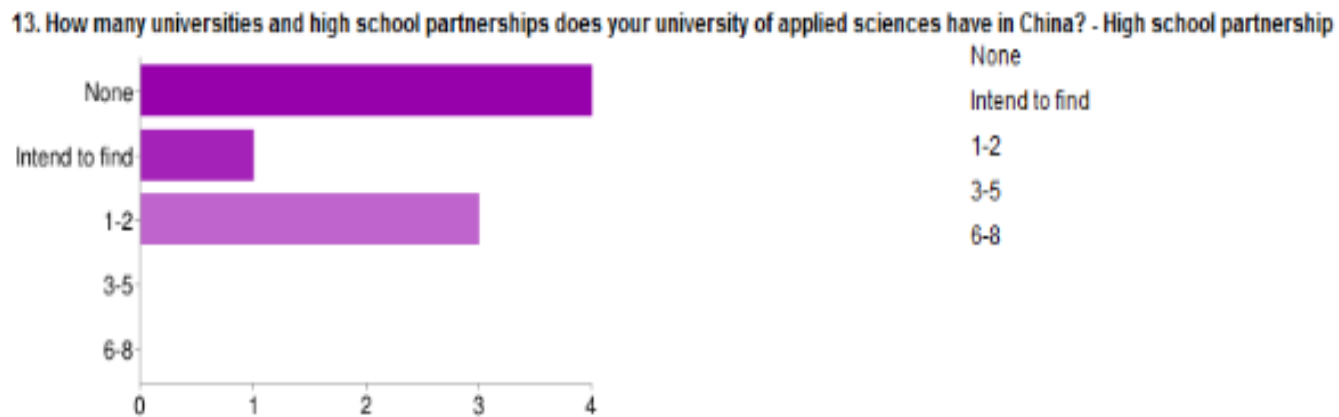


Figure 13 High school partnership. (Questionnaire of benchmarking of marketing activities and recruitment of HAMK in China)

However, for the high school partnership there were half of eight universities did not have any partnership with Chinese high school and one intends to find partnership of high school in China. The rest of three universities have one to two partnership of high school in China. All the eight universities were not thinking that having partnership is really important to them. In fact, high school has the most important potential. They all have the need and willing to go to college and for every universities degree students are wanted the most. The author conducted the survey of Chinese high school students is shown next chapter, which will help a lot of promoting universities of Finland in Tianjin, China.

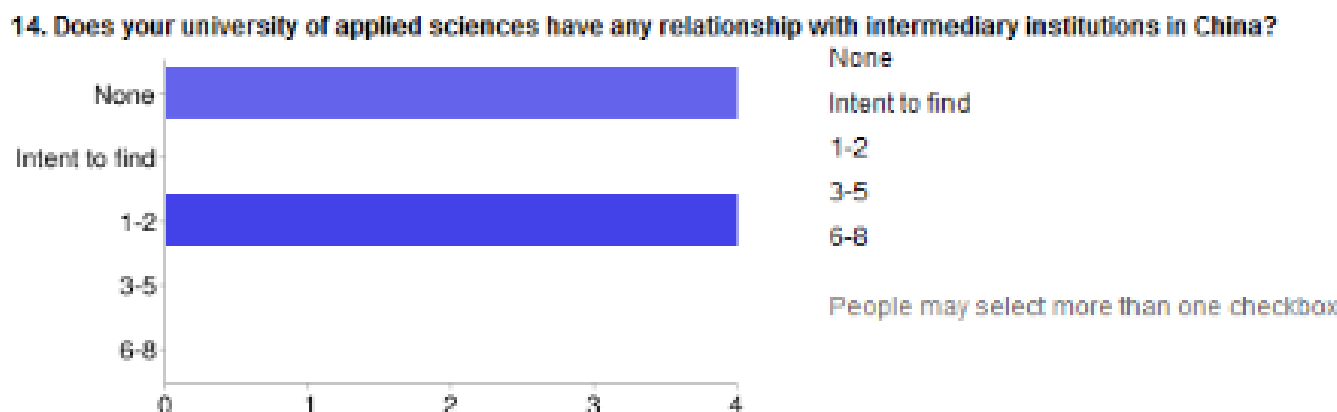


Figure 14 Intermediary institutions partnership. (Questionnaire of benchmarking of marketing activities and recruitment of HAMK in China)

Here comes again, all of the eight universities had different actions in having relationship with intermediary institutions in China. Based on the author personal knowledge and interviewed with worker, Liu Liu (interview 28.06.2011) who is working as a consultant in intermediary institution of study abroad in Beijing, lots of universities in European countries were not like the Chinese students who were recommended from the intermediary institutions. They thought that those Chinese students were lack of language skill and personal capability. Unfortunately, that was not the fact at all, that was why there were half of the eight universities having the relationship with intermediary institutions. Indeed, the intermediary institutions were playing an important role in recruiting new international English degree programmes in China.

Marketing activities changed in China

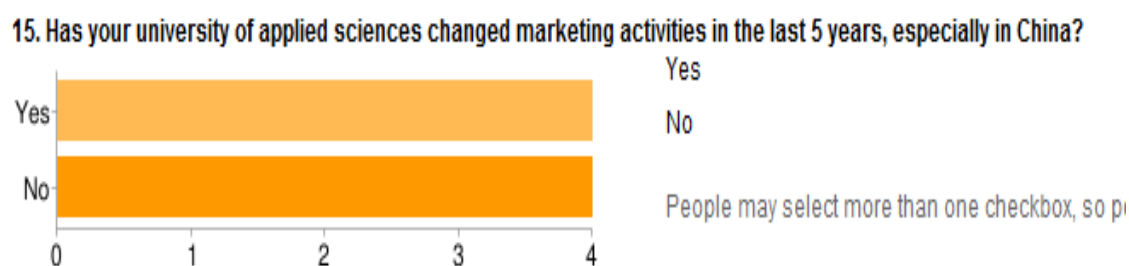


Figure 15 Marketing activities changing in China. (Questionnaire of benchmarking of marketing activities and recruitment of HAMK in China)

For that half of eight universities they had enough new Chinese applicants every year and they did not expend their recruitment, so they were satisfied with current situation and only wanted to keep this way.

The rest half of eight universities changed different level to adapt new situations and most because of the new programmes launched. In order to meet the need of applicants of new started programmes, they established more connection with Chinese universities and had more cooperation activities.

Benchmarking of marketing activities

Due to the result and analysis of the questionnaire, the universities who have changed marketing activities of China was seeking for more Chinese applicants after new international English programmes launched. In this case, it has the familiar situation in HAMK. HAMK just started a few international English programmes in recent two year, in order to promoting HAMK in Tianjin the results of the questionnaire could be seen as a benchmarking of marketing activities. Using the advantages like free charge of study and good quality level of education, also learning from other universities to establish more relationships with Chinese universities, high schools and intermediary institutions of overseas study.

3.3 Chinese applications and students of HAMK

From the degree students of HAMK point of view, the author interviewed several international degree students from China, in order to understand why they chose HAMK and how much they knew before they actually came to Finland.

According to Chen Xueyang (interview 03.05.2011), she said that for the first beginning she was planning to study at Netherlands, because of the business school was famous, the beautiful scenery and Netherlands is the harbour of the Europe. However, considered of safety reason, her parents and she finally made decision to study in Finland after talking with the consulting teacher who helped her for overseas study process. She has no clue before she got Finland, the only few things she knew about Finland that was she could see polar light in this country and Finland is the safest country in the world. She found the information about HAMK was the best college in Finland except the universities which taught in Finnish. (Chen, interview 03.05.2011)

According to Zhao Binghang (interview 04.05.2011), he told the author that he just graduated from high school and had the intention to study abroad, but he did have clear mind to choose where to go and which university was suitable for him. He thought wherever he goes he would need the language skills at least, so he went to Beijing International Studies University to learn and improve his English skills, in order to pass IELTS or TOFEL to apply universities. During that time, he knew that he had a sister who was studying in Tampere, Finland. He asked her more information about the quality level of Finnish education, tuition and how to apply university in Finland. Her sister did a big favour to him and helped him accomplish the application. (Zhao, interview 04.05.2011)

For other Chinese applicants the author knew from internet they had same situation with above two students of HAMK. They just want to study abroad, but they do not have clear objectives that where they should go and which university they should choose. Those are the most important problems to them, because of all the universities lack of marketing activities to promote their images in order to attract potential applicants. However, in the modern society, information seems to be the most critical part of doing anything, not only in the business field, but also in the educational system. Since most universities are not that famous can be known by everyone, people only choose the universities they knew, especially hard for the international universities to recruit new applicants.

As for HAMK, the new opened international English degree programmes cover the liberal arts and science professional, it is really good development for students to choose their majors. Enhance the image of HAMK and finding new partnership and cooperation is the next stage that HAMK needs to be done.

4 EDUCATIONAL SITUATION IN TIANJIN, CHINA

4.1 Why promote HAMK in Tianjin, China

Tianjin, People's Republic of one of the four central municipalities, is only behind Shanghai, Beijing in China is the third largest city. Tianjin is the north China economic centre, international port city and the ecological city. One of China's five major cities, the Chinese mainland economy, finance, trade and shipping of the three centres, is an international shipping centre in northern China and northern international logistics centre. Tianjin is in north China's mainland coastline of Bohai Bay, with China's fourth largest industrial base, the third foreign trade port. More than 10 million people live and work in Tianjin.

Tianjin is a developing city and getting better than ever, with the improvement of material life, parents pay more attention to children's education, furthermore, an increasing number of parents are able and willing their children to get a better education by sending them study abroad.

4.2 High school graduates of Tianjin

In the last three years, the number of applicants showing that the Chinese college entrance examination diminishing trend. Compared with 2009, 2011, the Chinese college entrance examination enrolment decreased by 1.17 million, and for Tianjin this figure is 23,900. Tianjin College Admissions Office relevant responsible person said, the number of entrance examination, "cool" is the direct cause of the decline in school-age population. Addition, the number of high school graduates who give up entrance examination was getting higher that also contributed entrance number plummeted.

The “giving up” high school graduates are seeking another way to having their college life--- overseas study. In recent years, Tianjin high school graduates, especially outstanding high school graduates apply to study abroad showed increasing trend. Internationalization is not only showed in business field, but also evolved in modern educational system. To be eye opened and having international learning environment is not that hard than before for Chinese students.

Author interviewed several high school students of Chonghua High School of Tianjin from grade two and three. According to talked with them, students concerned more about the quality level of education, daily expenses, safety issue and competitiveness. Since Tianjin is getting more internationalized, bilingual skill and professional knowledge are the essential competence to entry an international cooperation. In order to gain those capabilities, graduates are willing to study abroad.

4.3 Survey of Chonghua High School in Tianjin

With the purpose of better understanding high school students of Tianjin, whether they have intention to study abroad or not and what are the most influent factors, to fulfil this goal a survey was conducted by Chonghua High School of Tianjin.

There were 394 high school students came from 10 different class answered this survey. The author collected all the data by individual using direct hand-outs.

The survey consisted of three main parts. First part is personal information and intention of study abroad, which includes respondents' gender, age, and nationality, did they study abroad before, how do they evaluate Chinese educational quality and do they have intention to study abroad. Second one is the reason why they choose to study abroad or not and which countries do they prefer. Third part is how they know about Finland and Finnish education, what are the main reasons to choose a country to having their college life. Fourth, the willingness of choose Finland as destination for college after they had the awareness of Finland and the whole survey.

Personal information and intention of study abroad

In this survey, there were 68% of the total respondents were females, others were males.

The majority age of respondents is 17 years old, which occupied over half of all. Now they are mainly in grade two of high school, it is the perfect time to let them know how to decide the way of their life, choosing study hard to gain high grades in order to go to the best universities in China, or learning and improving their language skill to pass IELTS or TOFEL in order to apply foreign universities to study abroad. This is the age for them to consider about their life going.

For the nationality part, there was only one student from Korea, the rest of students were Chinese.

Unfortunately, there was no one had experiences like exchange study or other programmes abroad.

As the main question from this part, there were over 74% of students thought that having higher education abroad is better than having their college life in China. The information flow is now much easier to gain than ever from the internet, you could find out any information you want to see. The more powerful the internet is, the more information people get. Students will have their own individual opinion to choose which university and what major are the most suitable for them. The web pages of foreign universities acquaint the students with the quality level of education, facilities in the campus and within universities and what kind of majors they provide, in order to make their own choice. This result came

from the comparison of hardware and quality of teaching of universities between China and foreign countries.

According to Wang Chao (interview 03.06.2011), as for China, the basic education and high school education have the world's advanced level, however, the higher education level is not satisfied for the most students. Graduates will use all their energy and effort to gain the best grades they could have in college entrance examination, in order to enter the best universities in China.

But what happens next when you are in the best universities in China, the most students thought that they already have the "passport" for the good job after they graduate. The name of the best universities is the best key to open the door of their career, due to 12 years hard work of study, now they could finally relax their vigilance, only think about how to graduate, not to think about how to improve their professional skills and personal competence anymore. It is so sad for the college students of Chinese. (Wang, interview 03.06.2011)

For right now, China is lack of higher education, only few universities are well known in the world wide, also they are really hard to get in for the majority of graduates of high school. Over 58% of the students have the intention and plan to study abroad. The number of students who have intention to study abroad is increasing higher and higher in the last few years. It is really good news to know for the international school, but a lot of relevant factors should be fully considered before the students actually made the decision. The relevant factors will be shown as next part of the survey.

Reasons to choose study abroad or not and countries prefer

Here are the reasons why the students choose study abroad is shown below as pie chart in order to better analyse the results.

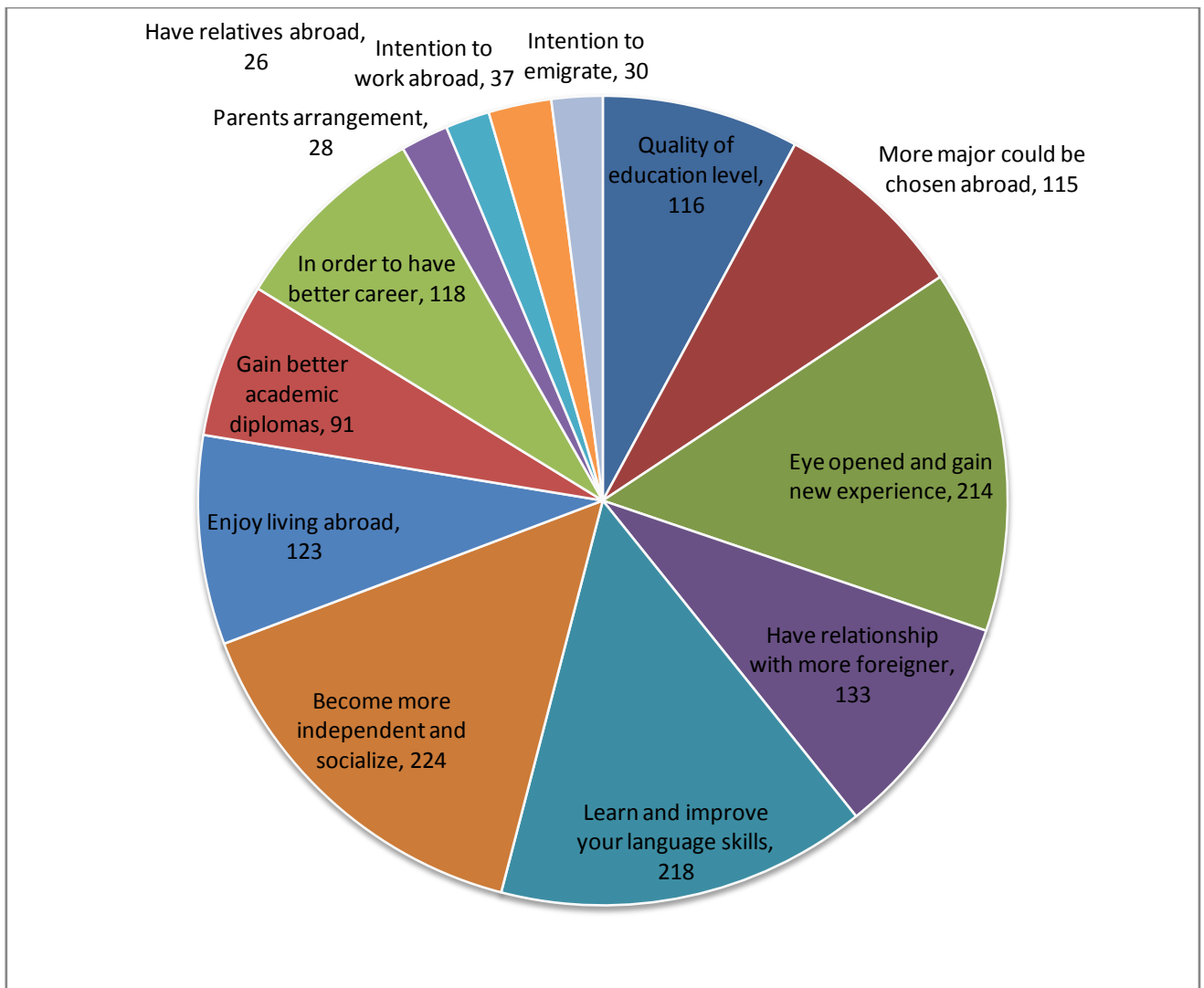


Figure 16 Reasons of intent to study abroad (Survey of students of Chonghua High School in Tianjin, China.)

Firstly, as we can see from the pie chart above, the main three reasons of study abroad are eye opened and gain new experience, become more independent and socialize and learn and improve your language skills.

Chinese always said that travelling is a better way than reading. To become more independent and socialize and eye opened to gain new experience may be the most wanted things for the youths. Nowadays, whatever one learns in any field one cannot do one's job without people related. Only having knowledge is not enough in this modern society, one have to see more and learn more about people and how they behave. Travelling is easy to someone who have the time and money, but during one's travel one only stay somewhere for a short time, do not have enough time and energy to get familiar with local people and local culture.

However, taking a four years college life in a foreign country might be the practical way to reach the goal. Study abroad not only helps one to know deeper about local people and culture, it also helps one to improve one's language skill. The best way to learn a language is living in that country. One has to say and hear that language every day and need that language to survive. One will not notice one's language skill improved and get along with the foreign society.

Within four years study abroad, through the daily life one had all by oneself and get to know more international students in the college, those also help one becoming more independent and socialize. That is why the main reasons of intent to study abroad were those three.

Secondly, the students paid less attention about the quality of education level which may be the most important reason why they would choose one university. But in the part one of the survey fully explained why the students were not taking the quality of education level much serious than other three. Because it was over 74% of students thought that the quality of education level of foreign countries is better than China.

According to Li Peng (interview 03.06.2011), The Chinese students trust and believe in the quality of education level of foreign countries. For the majority of students who are not capable of enter to the best Chinese universities they thought study abroad is rather better than enter an ordinary college in China. At least, after study abroad they are bilingual and have more competitiveness compare to the ordinary colleges in China. (Li, interview 03.06.2011)

It is not hard to understand that the reason why they chose in order to have better career, gain better academic diplomas enjoy living abroad and have relationship with more foreigner in the same level. Having a better academic diploma directly influences one's career is good or bad.

In addition, more major could be chosen abroad explained that there is an increase number of students who want to choose their majors by themselves, not their parents or someone else.

Thirdly, the rest of the reasons are not that important, which are parents arrangement, have relatives abroad, intention to work abroad and intention to emigrate.

Most graduates can choose the major they like, not chosen by their parents anymore. Although, one has relatives abroad will be taken care of daily life and study, but that is not a necessary condition for study abroad. Due to the Chinese are family-oriented, majority overseas students have the willingness to come back China to work and live with their familiar living condition and people.

The following bar chart is shown that the reasons why the students are not intent to study abroad.

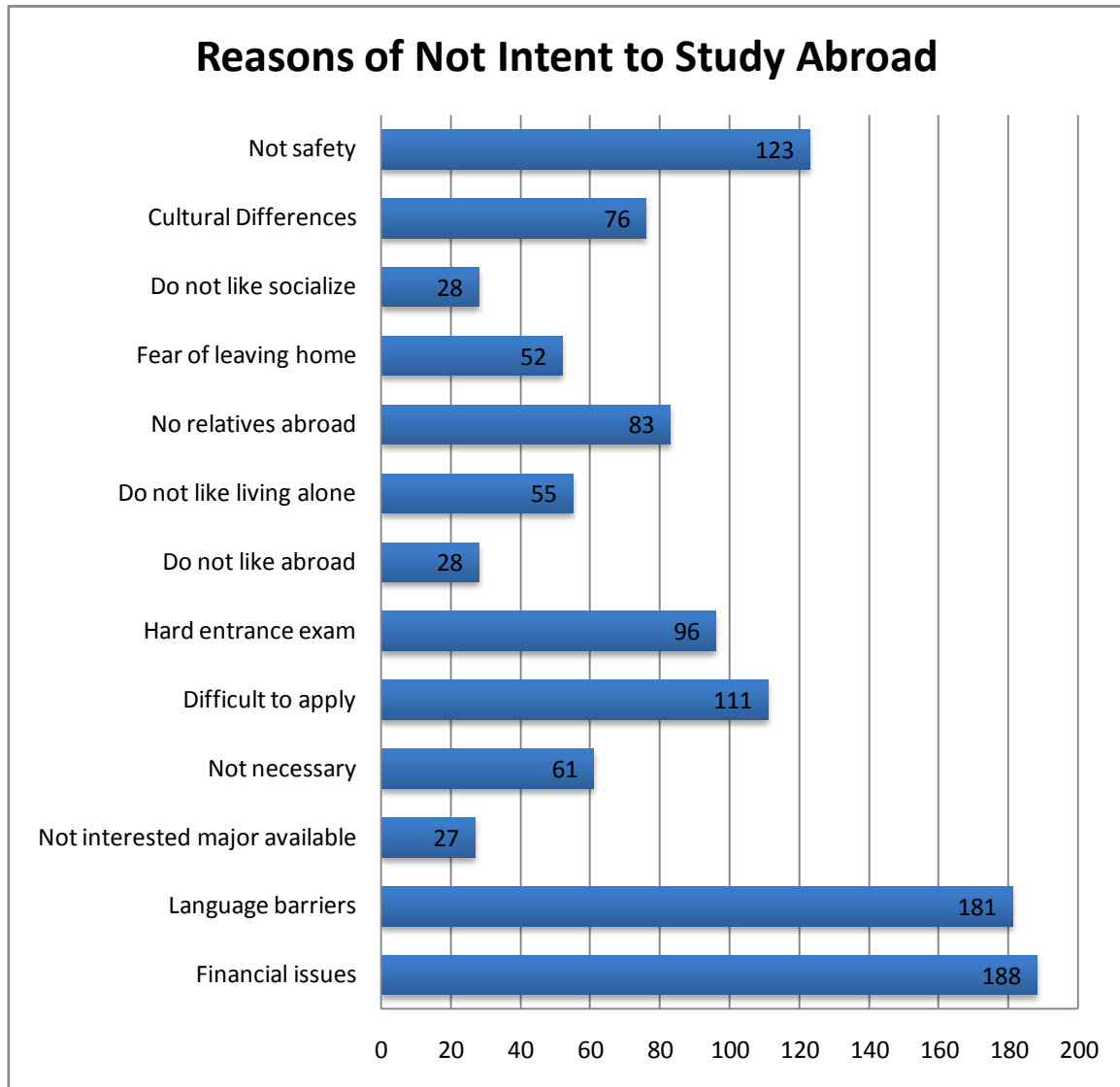


Figure 17 Reasons of not intent to study abroad (Survey of students of Chonghua High School in Tianjin, China.)

Firstly, the most obvious two reasons are financial issues and language barriers, which are the most realistic reasons that should be considered before other conditions.

Education expenses are the important and necessary part of Chinese household spending. Chinese parents are deadly willing to pay for their children's education, if they could afford. However, under the situation of Chinese income condition it is not easy for most families to pay the costs of children's overseas study, especially include all the daily costs and tuition. Tuition is totally free for everyone in Finland it can be seen as the biggest advantage, and also eliminate the Chinese parents' regret that because of financial issues they cannot provide children with opportunities

to study abroad. For the students who are willing to study in Finland, they only need to prepare the money of daily expenses and that only cost less 6000 Euros which equivalent 60000 RMB per year.

Language barriers are must be overcome for everyone who wants to study abroad. It does not only determine that whether one can study in a foreign country and gain the degrees or not, but also impact on one's living condition. Without language skills, one would not survive during the studies. Language skills seem to be barriers to most students, however, it exactly what one needs the most before one has the intention to study abroad. In fact, language skills are not capability any more, it more like a survival tool for one's daily life. Bilingual as a minimum competence in this modern international society is recognized by public. Once one determined to study abroad, passing the language tests must be achieved. Language test grade is also a requirement for apply foreign universities. Even if the official language is Finnish in Finland, most Finnish can speak English fluently. It would not affect one's study life in Finland by speaking English. What's more, HAMK provides 6 international English programmes for overseas students.

Secondly, safety situation and application process are the next things that students worried about. They are afraid of unknown environment, confused by the application process and how to contact with the ideal university.

There are lots of safety situation are considered by the students. If one wants to study in Japan, one should think about the frequency of earthquakes, whether one can stand with that or not. It directly related to personal safety issues. Although we are not facing alive or die every day, we may face traffic safety, community safety, robbery, theft, rape and racial discrimination. No one wants to face those safety situations, especially the overseas students who live in a strange country.

In fact, it is not that so hard to find useful information of foreign universities on the internet. Why most students considered application process of universities is hard for them, according to the several interviews among Chonghua High School, they said that it was hard to understand the web pages of foreign universities due to the language barrier; it was not because of the information which the foreign universities provided. And also they thought that apply for a foreign university must be complex, which is not when one is actually doing it. Applying for Finnish universities one only need one's high school grades and language grade, several notarized documents and pass the university entrance examination. Thirdly, hard entrance exam, no relatives abroad and cultural differences came into the next level consideration.

The relatively difficult entrance examination is also from the language barrier aspect. The Chinese students are easy to pass the entrance examination using their learned knowledge if the questions are in Chinese.

Having relationship abroad is not rare in the modern China society, but it is not universal. Due to the Chinese parents are over care about their children, if they have relatives abroad it will make the Chinese parents think more safe and reliable, so do the Chinese students. The first obstruction is language; if they have relatives abroad then they have the guarantee that their children will get help from their relatives and survive in the new strange environment.

Culture shock is one thing one would not notice in the new entrant for a foreign country, it will take time to be detected. The most important thing of cultural differences might food culture. It is hard to adapt eating western food like pizza, pasta, hamburger, salad every day. And cooking is extremely hard for the Chinese students who are in this age; in fact, they might not cook for themselves before.

Come to the fourth part, it all comes from the bottom of the students' heart about fear, which is fear of leaving home, not like live alone and feel not necessary.

Fear of leaving home and not like live alone these two parts can be seen as the Chinese students are lack of confidence. They are not quite sure whether they can manage their life and study abroad alone or not, because of they have been depending on their parents for their whole life and never left them before. It is hard to take a step of having new life in a foreign country. However, having this issue is not taking a big part of the Chinese students.

The students who though study abroad is not necessary might be have a better choice or the arrangement from their parents. Maybe they have family business or they think Chinese universities are more suitable for their life. Or, it is only the fear of their heart and they do not notice.

The left three not important reasons are do not like abroad and socialize and not interested major available. These three reasons show that only few students are not like study abroad just because of they do not like. They thought that China maybe the best choice for their study and life.

The next bar chart shows that which countries the Chinese students were more prefer.

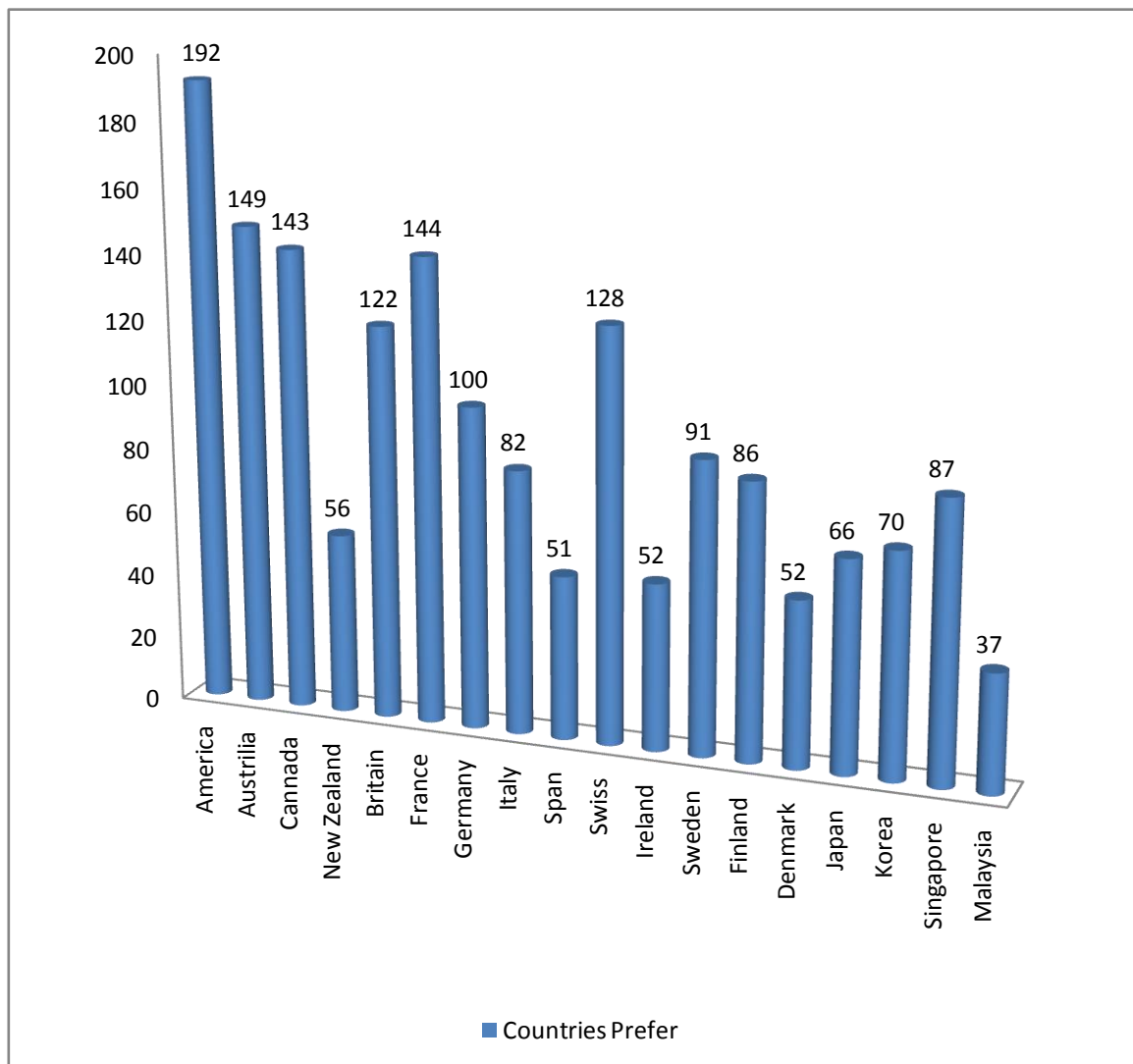


Figure 18 Countries prefer (Survey of students of Chonghua High School in Tianjin, China.)

Due to the impact of American culture from TV shows, movies, pop songs and other aspects, it seems that America just like heaven on the earth, everyone wants to go to America, also it likes that once one is in America, one will have a better life compare to other countries. Under the impact of disadvantage of Chinese culture, people rather believe what other people said and saw, and blind to following others. Therefore, it is not hard to understand why most students choose America as the first choice of study abroad. From open questions of the survey, the students thought America has the best education level all over the world, is one of the best economic development countries. Also they can easily get a job after graduate and not that so hard to immigrating compare to other European countries. It seems that lots of students have their own “American dream”.

For the next level of countries which the students prefer are Australia, Canada, France, UK and Swiss. These countries showed that the image of safety, developed economy and habitable, which wrote down by the students who thought these countries would be a choice. And only France and Swiss are speaking their official language might not that easy to learn.

Germany, Italy, Sweden, Finland and Singapore have the relatively same position in the students' mind. It was pretty much the same reason with second level of prefers countries, which is the language problem. Because of the Chinese education system, the Chinese students have been studying English from three grade of primary school. A brand new language would be a real challenge for them, but only the people in Singapore are speaking English and Chinese a lot. In fact, the students did not know that English is very popular and normal in European countries, especially in Germany and Finland. The younger generation could speak English quite fluently. According to the survey, the students thought that these countries might give them new and excited experiences compare with America, Canada, and Australia. However, the reason why they chose Singapore is totally opposite. They thought the local people in Singapore are most Chinese, so it is easy to get along with them and easily to fit in the society and study.

In the last level, the students prefer that Korea, Japan, New Zealand, Ireland, Spain, Denmark and Malaysia. The students thought that Korea and Japan share the same cultures are easier to survive, and the distance is relatively close to China that they could travel a lot during their college life. New Zealand and Ireland were considered as developing countries which are developed stock raising countries. It is not easy to find a suitable job after they graduate and so far from China. The lowest rate of prefer countries is Malaysia, most students thought that Malaysia is not even good enough compare with China mainland.

Awareness of Finland & Finnish education, main reasons of choose a country to study abroad

Awareness of Finland & Finnish education

From the open question of the survey, it was only half of the students knowing Finland is because of NOKIA. Lots of students have never heard about Finland before they did the survey. It is obviously that Finland is lack of promoting its image to the whole world, especially in China.

Although we have sauna in China for a long time in every bath centres, only a few of people know that sauna is an invention of Finland. Only 14% of the students who answered the survey knew about it, and they heard from their parents and not from the classmates who have the same age.

According to the survey, 40% of the students knew that Finland is one of the safest countries and has the best social welfare in the world. They got that information from internet and news, which were said the Finnish people are the happier people in the world from "National happiness index ranking".

Unfortunately, only 28% of the students knew that Finland has the best education system in the world and 16% of the students knew that Finnish college education has international English programmes of Bachelor degrees and Master degrees. Therefore, there were rather less students knew about the tuition is totally free for everyone who study in Finland and that number is only eight%. What's more, the students were surprised that it will take 60,000RMB for the whole year daily cost, and that number is only 6%.

The purpose of those questions is to help the author to better analysis the current situation of awareness of Finland from the Chinese students' point of view. Thereby, find a decent way to promoting HAMK University of Applied Sciences in Tianjin, China.

By conducted the survey of awareness of Finland, the author found out that there is a large potential of promoting HAMK in Tianjin, China. For most students who did this survey were not familiar with Finland at all, not to mention about Finnish universities and having their overseas study in Finland. Due to the information flow is rather blocked in China; the Chinese people only knew the large countries like America, Canada, Australia, etc. Introduce the image of Finland to Chinese students to let them know about Finland and Finnish universities are the priority.

Main reasons of choose a country to study abroad

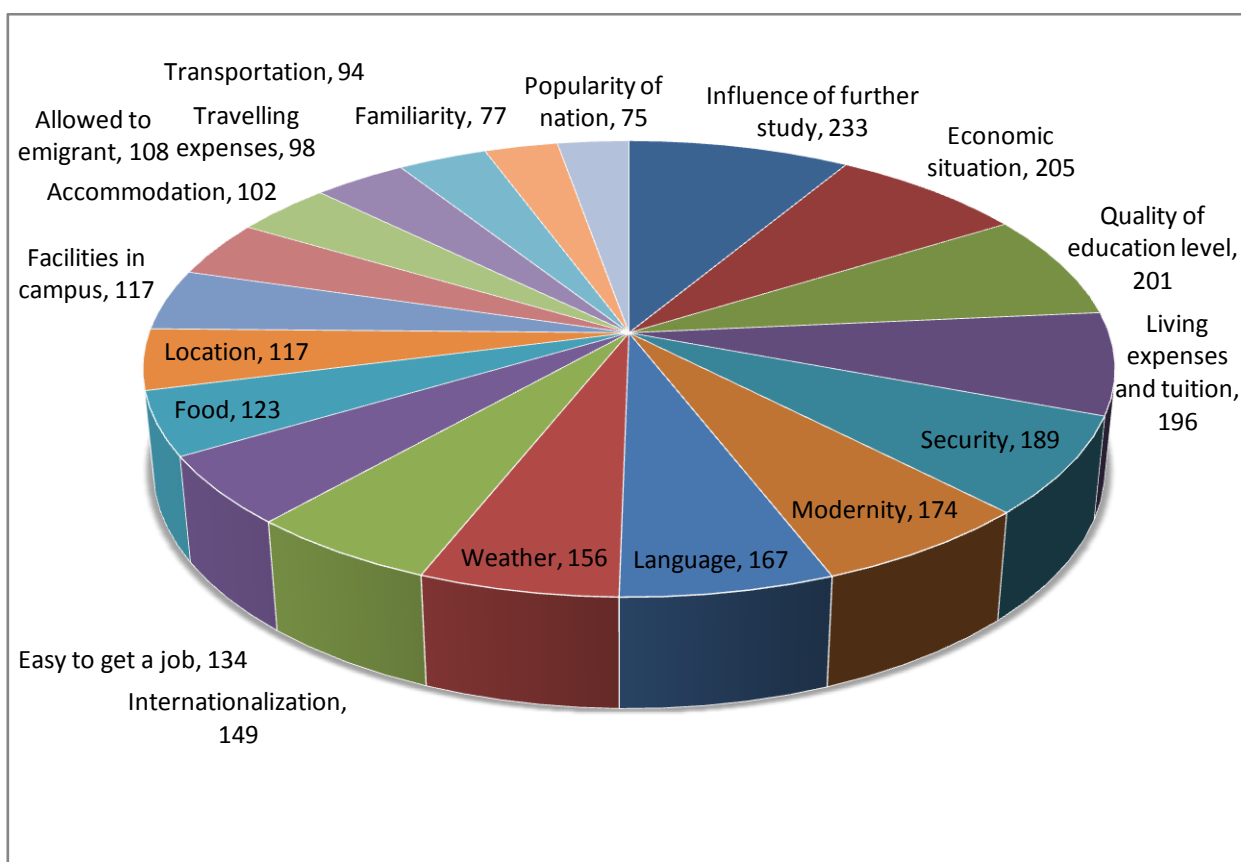


Figure 19 Main reasons of choose a country to study abroad (Survey of students of Chonghua High School in Tianjin, China.)

From the pie chart is shown that the descending sort of main reasons of chooses a country to study abroad as below:

1. Influence of further study
2. Economic situation
3. Quality of education level
4. Living expenses and tuition
5. Security
6. Modernity
7. Language
8. Weather
9. Internationalization
10. Easy to get a job
11. Food
12. Location
13. Facilities in campus
14. Allowed to emigrant
15. Accommodation
16. Travelling expenses
17. Transportation
18. Familiarity
19. Popularity of nation

Willingness of high school students to study abroad

There were over 83% of the students had a new picture of Finland in their minds, so it is so important to present the image of Finland to the world, especially to Chinese high school students.

Over 79% of the students who accomplished the survey were willing to have their college life in Finland, if the objective conditions were permitted. In addition, over 25% of the students were rather glad to study in Finland, which was really made the author encouraged and pleased. And there more than twenty students left their personal information to keep contact with the author in order to get more useful information about study in Finland.

5 MARKETING TO ATTRACT HIGH SCHOOL STUDENTS FROM TIANJIN TO HAMK

5.1 Current situation

Current situation in HAMK

For now we have at least 30 nationalities from all over the world in HAMK, and most degree students are Finnish. HAMK provides six international courses in four places nearby Hämeenlinna, which are international business, automation engineering and industrial management in Valkeakoski, supply chain management in Forssa, mechanical engineering and production technology in Riihimäki and Construction in Hämeenlinna. However, due to the need of applicants of new launched international English degree programmes were not meet the goal of recruitment of HAMK, that is the reason why this thesis is need to be accomplished.

Current potential students in Tianjin, China

Based on the population of Tianjin and people who are willing to study abroad increasing so fast nowadays in Tianjin, Although HAMK already had relationship with eight universities in China, but there are large potential students who would like to study in Finland, especially for the high school students.

Tianjin is one of the four metropolises of China; it has over 10,000,000 people and around 70,000 graduates from high schools every year. Based on the amount of population and graduates have in Tianjin, it is a wise choice to attract oversea students from Tianjin, China.

5.2 General strategy to recruit Chinese students

Recently, more and more Chinese parents and students are not satisfied to study in China. The parents in China more eager to send their children study abroad to have a competitive and qualitative degree, but they are not aware of the education level and free tuition in Finland.

According to the questionnaire was conducted by other universities within European field, the first thing HAMK has to do is give the whole image of Finland to attractive Chinese parents and students. Second, the author could be the representative of HAMK to give presentation to high school students who intent to study abroad in Tianjin, China. Third, there are lots of institutions of language training in Tianjin. It is easy to cooperate with language schools to find potential students who already prepared to study abroad. Fourth, cooperate with intermediary institutions of overseas study in Tianjin. They also have a huge number of students who are paying for

help to study abroad. Fifth, if the fund is allowed, the author also wants to have an advertisement in the local newspaper and give a speech for those people who have not decide whether study abroad or not and where they will go. Sixth, the author will use his own relationship in Tianjin to develop more relationships with high schools to attract more qualified applicants.

5.3 Competitors

According to the author's research, opening of the visa policy, RMB appreciation and various favourable policies to promote the market of study abroad, the numbers of study abroad continues to climb high. Ministry of Education data show that the scale of the full year 2010 to study abroad reached 22.9 million, an increase over the previous year of 27.5%. The number of study abroad in 2011 will expand quite evidently.

Based on the market of study abroad increased sharply, our competitors are the other countries universities. Due to the survey was conducted by the students of Chonghua High School, the impact of American culture and economic was getting more bigger than ever, most Chinese students have no awareness of European countries, especially Finland; they may always think Nokia was made in America.

Giving a whole image of Finland is a good way to have competitive advantage. Like Finland is one of the world richest countries, high level of education, English is very high popularized in Finland, the lowest crime rates in the world, pleasant and comfortable living environment, and excellent infrastructure. Above all the factors in Finland, Chinese students are really pleased to hear of that information and willing to come to a safer and comfortable country. Also the international study environment is our best advantage compare with other American universities.

5.4 Marketing strategy and activities

High schools, institutions of language training and intermediary institutions of overseas study

High schools

It is a good time to running this programme; because the students and parents are considering whether to choose college entrance examination in China and study in Chinese universities, or they may be pay more attention to choose study abroad in Finland or other countries. So it is the right time to give Chinese parents and students the image of HAMK in Finland and to let them know more advantages of study in HAMK.

Give them detail information about HAMK, which are the number of international students, ability of HAMK faculty, the opportunity to be an exchange student or a double degree all over the world, the opportunities of internship and work with grants in Finland and around the world, the

six degree we offered, the advantage of international study environment, future career prospects, tuition free of charge, etc.

Because of the author is local people of Tianjin, he will use his own and his relatives' relationship to contact at least 3 high schools of Tianjin to give presentation.

Institutions of language training

There were a lot of institutions of language training in Tianjin, basically the students pay them for learning and improve their language skill, because they know that they could go nowhere without language certification.

And the only propose why students in the institutions are that they have decided to study abroad clearly, they prepare and improve their language skill in order to have more competitive advantage to the others and want to have a good grade in the entrance examination of foreign universities.

What the author does is just provide them a new and better place to go---HAMK. As a student in HAMK, the author could give them the information they really need when they will study abroad, tell them more about advantage when you study in HAMK.

Intermediary institutions of overseas study

As a fact, most Chinese students cannot speak English quite fluently, so the intermediary institutions of overseas study provide them the service of applying abroad universities. Establish a strong and long-term relationship is really good idea for HAMK to have new degree students annually.

Actually, the most of Chinese students and parents have no clue to identify which university is suitable for their children. They have nothing to do with the outside world; they just want to send their children to abroad. But they have no ideas where should go, what they can choose is only the universities the intermediary institutions offered.

The author was sent to HAMK by an intermediary institution named Tianjin Foreign Studies University Studying Abroad Centre, and now the author also does have contact with some teachers there. He contacted them and a few friends who are working as a consulting manager in other intermediary institutions. The author thinks that he has enough networks in Tianjin to develop long-term relationship with several intermediaries to promote HAMK or be the representative of HAMK to recruit qualified applicants.

Promotions in Tianjin

If the fund is allowed, Sending leaflets in the main business streets to establish the awareness of Finland and HAMK in Tianjin, publishing advertisements in local newspaper and hold small lectures to give presentations.

However, as consideration, the costs of above promotions are really high, it will cost at least 3000-5000€. The profits for HAMK are also in long-term running after those promotions implemented, it will be establish a whole image for Tianjin people who have 10 million local people and 2 million floating population. It will attract more applicants who are willing to study in HAMK.

6 CONCLUSION

Under the help of the Head of International Business Degree Programme, Antti Isoviita, who gave the author the contact list to conduct the questionnaire, in order to understand how other universities in Finland or nearby countries did their marketing activities of recruiting Chinese students as benchmarking study. The author found out that all the respondents' universities have at least three international English programmes covered in many fields of study.

Some of the universities were happy with their recruitment of new Chinese applicants, due to they had nothing to change about the international English programmes provided. However, some of the universities were facing the same situation as HAMK; they recently launched several new international English programmes which need to recruit more new Chinese applicants. Because of that, they had changed their marketing activities towards China. Agents and representatives of universities seem much important as their marketing activities of China, due to the Chinese students are lack of language skill and information flow to choose which university to go. Therefore, the agents and representatives of universities offered the Chinese students a better and clearer goal of choosing potential university. No doubt, the agents and representatives of universities will recommend the universities which they have relationship and cooperation first than others. This is what they do in Chinese market, and this method also could apply by HAMK to expend its recruitment of new Chinese applicants.

The current marketing activities of HAMK in China seems that a little weak. Although HAMK had over eight cooperation universities in China, they only have the students for exchange study and that was not efficient way to attracting the Chinese applicants to international English degree programmes. According to the answers of the students who came from China to HAMK, most of them had never heard about Finland before they came to HAMK. In addition, a big part of the Chinese students came to HAMK were under the help of intermediary institutions of overseas study. Once again illustrates this importance of intermediary institutions of overseas study.

Another survey was conducted amongst the students of Chonghua High School in Tianjin, which the information was collected by 394 students who came from 10 different classes of Chonghua High School. This survey was conducted through direct hand-outs way to gather the first hand data from the students, in order to better understand their willingness of study abroad.

Through the results of the survey, most students of Chonghua High School were not having any awareness of Finland, not to mention HAMK. They paid more attention about become more independent and socialize, learn and improve their language skills and eye opened and gain new experience,

when they chose why the reasons were study abroad. Also they thought that financial issues, language barriers and safety might lead a negative issues to study abroad, due to they did not know Finland that much.

About the destination of overseas study, Finland was in the third level which classified by the desire of the students. Although most students did not know things about Finland, all the matters of the survey were to give the students a picture of Finland to let them know how Finland looks like. Finally, there were over eight3% of students had new image of Finland in their minds, and over 79% of students who completed the survey were willing to have their college life in Finland, if the objective conditions were permitted.

With the help of analysed the results of the questionnaire, the survey and the author's research, the appropriate marketing activities was developed. The new launched international English degree programmes, current situation in HAMK and potential students of Tianjin were considered as important prerequisite in order to fulfil the marketing activities which are seen as following steps: giving the whole new image of Finland, assigning the author to be the representative of HAMK to help the students who intent to study abroad especially in HAMK, establishing more relationship with institutions of language training in Tianjin, cooperating with intermediary institutions of overseas study in Tianjin, putting advertisements to promote HAMK in Tianjin if the fund is allowed and using the network of the author to attract more qualified applicants.

The weakness of this thesis is the questionnaire conducted on internet, which the author only had 32% of the respondents replied and the total number of the respondents were only 35. It was hard to compare the results as satisfied, due to the quantity of the online questionnaire.

The real challenge was the survey of Chonghua High School. There were 394 copies was printed and bound by the author himself, the author handed out and collected all the copies individually. The much harder thing was to sorting all the survey; it took over 24 hours to do so and without any tools all manually. Although the work was rough, the author was fully satisfied with the outcome of the survey, and the survey played an irreplaceable role with the thesis.

In all the help of the Head of International Business Degree Programme, Antti Isoviita, the lecturers Harri, Jorma, Dawn, Sven and Brian, and interviewers from HAMK, Chonghua High School and intermediary institutions of overseas study, the author accomplished this thesis. In the end, the author hopes that this thesis could be of assistance when promoting HAMK in Tianjin, China.

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Questionnaire of benchmarking of marketing activities and recruitment of HAMK in China

Hello! My name is Fu Kai and I am a fourth year student of International Business Degree Program in HAMK. Now I am writing my thesis which concerns the marketing activities and recruitment of HAMK in China. My supervisor, Antti Isoviita, gave me your contact information in order to help me with the benchmarking of marketing activities and recruitment part. It is my honor to have your help to complete my thesis, and thanks in advance for taking time to answer my questions. Have a nice day and BEST REGARDS!

*** Required**

1. What is the gender of the respondent? *

- ☐ Male
- ☐ Female

2. Which university of applied sciences do you work at? *

3. What is your position at your university of applied sciences? *

4. How many English degree programs are there at your university of applied sciences?

*

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ Over 6

5. Are those English degree programs covered in the fields below? *

- ☐ Culture
- ☐ Natural Sciences
- ☐ Natural Resources and the Environment
- ☐ Social Sciences,Business and Administration
- ☐ Social Sciences, Health and Sports)
- ☐ Technology, Communication and Transport
- ☐ Tourism, Catering and Domestic Services

6. How many Chinese students are there at your university of applied sciences in different English degree programs? * Such like International Business 4; Automation 5

7. How many Chinese applicants were there for your university of applied sciences for different English degree programs in 2011? * Such like Supply Chain Management 4; Engineering 5

8. How many new Chinese students does your university of applied sciences accept every year on average? *

- ☐ 1-2
- ☐ 3-5
- ☐ 6-7
- ☐ 8-10
- ☐ 11-15
- ☐ 16-20
- ☐ Over 20

9. How easy/difficult is it to find enough eligible Chinese applicants to study at your university of applied sciences? *

	1	2	3	4	5	
Easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Difficult

10. How do the Chinese applicants get useful information about your university of applied sciences? And how important are the following sources? *

	Important	Useful	Relevant	Not useful	Not relevant
Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alumni	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Agents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brochures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Current students of your university of applied sciences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Representatives of your university of applied sciences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study fairs and exhibitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. How does your university of applied sciences attract Chinese applicants? * Like the marketing activities, promoting, advertisement and so on.

12. What is the competitive advantage of your university of applied sciences? *

13. How many universities and high school partnerships does your university of applied sciences have in China? *

	None	Intend to find	1-2	3-5	6-8
University partnership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High school partnership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

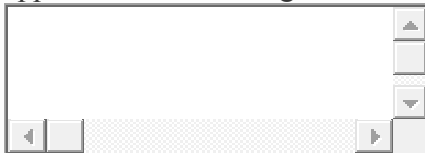
14. Does your university of applied sciences have any relationship with intermediary institutions in China? *

- ☐ None
- ☐ Intent to find
- ☐ 1-2
- ☐ 3-5
- ☐ 6-8

15. Has your university of applied sciences changed marketing activities in the last 5 years, especially in China? *

- ☐ Yes
- ☐ No

16. What are the reasons for choosing Yes or No? If yes, what has your university of applied sciences changed? *



Survey of the students of Chonghua High School in Tianjin, China

This survey is conducted to find out the willingness of the students of Chonghua High School in Tianjin, China to study abroad and what they will consider as essential elements when choosing a target country to have their higher education. Also to find out the Awareness of Finland from the Chinese students point of view.

*** Required**

1. Gender *

- ☐ Male
- ☐ Female

2. Age *

- ☐ 17
- ☐ 18
- ☐ 19
- ☐ 20+

3. Nationality *

- ☐ Chinese
- ☐ Other

4. Have you ever studied abroad? (Being exchange student or others) *

- ☐ Yes
- ☐ No

5. If yes, where have you studied at and what was the program? If No, please go to the next question.

6. Do you consider that study abroad for higher education is much better than study in China? *

- ☐ Yes
- ☐ No

7. Do you have intention to study abroad? *

- ☐ Yes
- ☐ No

8. If yes, what are the main reasons you would like to study abroad? If No, please go to the next question.

- ☐ Quality of education level
- ☐ More major could be chosen abroad
- ☐ Eye opened and gain new experience
- ☐ Have relationship with more foreigner
- ☐ Learn and improve your language skills
- ☐ Become more independent and socialize
- ☐ Enjoy living abroad
- ☐ Gain better academic diplomas
- ☐ In order to have better career
- ☐ Parents arrangement
- ☐ Have relatives abroad
- ☐ Intention to work abroad
- ☐ Intention to emigrate

9. What are the main reasons you would NOT like to study abroad?

- ☐ Financial issues
- ☐ Language barriers
- ☐ Not interested major available
- ☐ Not necessary
- ☐ Difficult to apply
- ☐ Hard entrance exam
- ☐ Do not like abroad
- ☐ Do not like living alone
- ☐ No relatives abroad to take care of you
- ☐ Fear of leaving home
- ☐ Do not like socialize
- ☐ Cultural Differences
- ☐ Not safety

10. Which countries would you like to study abroad the most?

- ☐ America
- ☐ Austrilia
- ☐ Canada
- ☐ New Zealand
- ☐ Britain
- ☐ France
- ☐ Germany
- ☐ Italy
- ☐ Spain
- ☐ Sweden
- ☐ Finland
- ☐ Ireland
- ☐ Japan
- ☐ Korea
- ☐ Singapore
- ☐ Malaysia
- ☐ Russia
- ☐ Swiss
- ☐ Netherland

11. Please give the reasons why you like to study in those particular countries?

12. Do you know any information about Finland?

13. Do you know the cell phone brand NOKIA is from Finland? *

- ☐ Yes
- ☐ No

14. Do you know Sauna is a Finnish invention? *

- ☐ Yes
- ☐ No

15. Do you know Finland is the safest country in the world? *

- ☐ Yes
- ☐ No

16. Do you know Finland has the best social welfare in the world? *

- ☐ Yes
- ☐ No

17. Do you know the education level of Finland is one of the best in the world? *

- ☐ Yes
- ☐ No

18. Do you know Finland has international English program in Bachelor's degree and Master's degree? *

- ☐ Yes
- ☐ No

19. Do you know the education in Finland is totally free for everyone? *

- ☐ Yes
- ☐ No

20. Do you know without part-time job, the whole year expenses in Finland only cost €6000 which about 60000RMB? *

- ☐ Yes
- ☐ No

21. What do you consider as the most important when you choose to study abroad? *

- ☐ Popularity of nation
- ☐ Location
- ☐ Weather
- ☐ Security
- ☐ Language
- ☐ Living expenses and tuition
- ☐ Travelling expenses
- ☐ Familiarity
- ☐ Modernity
- ☐ Internationalization
- ☐ Economic situation
- ☐ Easy to get a job
- ☐ Allowed to emigrant
- ☐ Quality of education level
- ☐ Facilities in campus
- ☐ Accommodation
- ☐ Food
- ☐ Transportation
- ☐ Influence of further study

22. Do you have a new picture of Finland in your mind? *

- ☐ Yes
- ☐ No

23. Through the survey, if you have the ability to afford do you interest in studying in Finland? *

	1	2	3	4	5	
Not interested at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very interested